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ABSTRACT

Although December 10, 1998, marked the 50th anniversary of the United Nations' Universal Declaration of Human Rights (UDHR), most people living in the United States remain unaware of this document, the foundation stone of all human rights. Intended for use by both community groups and teachers in elementary and secondary schools, this educational resource addresses that lack of knowledge by providing background information, ideas for taking action, and interactive exercises to help people learn about the human rights guaranteed in the UDHR. The resource constitutes a "starter kit" for human rights education: background information on human rights history, principles, and issues; strategies for teaching human rights; 15 activities for a wide variety of age groups from kindergarten through adult groups; and essential human rights documents. Following an introduction, the resource is divided into the following sections: (1) "Human Rights Fundamentals"; (2) "The Right to Know Your Rights"; (3) "Activities"; (4) "Taking Action for Human Rights"; and (5) "Appendices." (BT)

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HUMAN RIGHTS HERE AND NOW

Celebrating the Universal Declaration of Human Rights

SO 031 289

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A PUBLICATION OF
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THE HUMAN RIGHTS USA RESOURCE CENTER, AND THE STANLEY FOUNDATION

A CONTRIBUTION TO THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION, 1995-2004

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HUMAN RIGHTS HERE AND NOW

Celebrating the Universal Declaration of Human Rights

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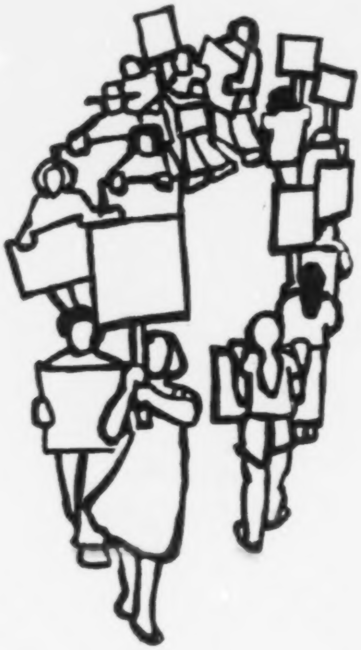

AMNESTY INTERNATIONAL is an independent, worldwide, voluntary movement that works to prevent some of the gravest violations by governments of people's fundamental human rights. The main focus of its campaigning is to:

- free all prisoners of conscience
- ensure fair and prompt trials for political prisoners
- abolish the death penalty, torture, and other cruel treatment of prisoners
- end extrajudicial executions and "disappearances"

Amnesty works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards, through human rights education programs and campaigning for ratification of human rights treaties. For further information about Amnesty's human rights education work, contact:

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ACKNOWLEDGMENTS

Fifty years ago the Library of Congress had no catalogue entry for "Human Rights." Today those words can be found in every hometown newspaper. However, as we celebrate the 50th anniversary of the United Nations' Universal Declaration of Human Rights (UDHR) in 1998, we recognize that most people living in the United States know little about this document, the foundation for all subsequent developments in human rights.

Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights is intended to address that lack of knowledge. It provides background information, ideas for taking action, and interactive exercises to help people learn about human rights.

The word **HERE** in *Human Rights Here and Now* means the USA. This book is a tool for bringing the UDHR into the lives of people in the United States: kindergartens and unions, Scout troops and senior citizens centers, religious organizations and prison programs. Although obviously useful for educators in schools and colleges, *Human Rights Here and Now* was also written to serve the needs of community organizers and activists.

The word **NOW** in the title marks three events. The 50th anniversary year of the UDHR is 1999. Furthermore, the UN has declared 1995-2004 the Decade for Human Rights Education. And the new millennium that begins in 2000 inspires us all with hope for a better world to come. *Now* also emphasizes that human rights is a long-cherished idea whose time has come!

Human Rights Here and Now focuses specifically on human rights issues in the USA and addresses two pervasive attitudes:

1) **"Human rights are the same rights as those guaranteed in the US Constitution and Bill of Rights."** Although these documents embody precious civil and political liberties and clearly influenced the drafters of the UDHR, they do not contain the full range of human rights. For this reason, *Human Rights Here and Now* gives equal importance to social, economic, and cultural rights, which few people living in the United States understand to be human rights. These include the right to education, housing, work, food, health care, and an adequate standard of living.

2) **"Human rights problems happen only in other countries."** Many individuals in the United States and the US media use the words "human rights" when referring to problems in countries like Bosnia, South Africa, China, Iran, or Argentina. *Human Rights Here and Now* seeks to bring those words home, celebrating the rights we enjoy in the United States and challenging the denial of other rights.

This material represents the inspiration of many activists, the support of many institutions, and the work of many hands:

- Its principal contributors, Sushanna Ellington, Nancy Flowers, Karen Kraco, Patrick Manson, Kristi Rudelius-Palmer, Janet Schmidt, and David Shiman of the Educators' Network of Amnesty International USA; Marna Anderson and Sherry Kempf of Partners in Human Rights Education; and Martha Malinski of Human Rights USA Resource Center
- Amnesty International USA, which has long fostered human rights education, and its Human Rights Educators' Network of dedicated volunteers
- Human Rights USA, a project initially funded by the Ford Foundation to educate people in the United States about human rights. Human Rights USA includes the following partners: Edward O'Brien of Street Law, Inc.; Loretta Ross of the Center for Human Rights Education; Kristi Rudelius-Palmer of the University of Minnesota Human Rights Center; and Nancy Flowers and Janet Schmidt of the Educators' Network of Amnesty International USA
- The Stanley Foundation, which collaborated in the creation and publication of this book
- Center for World Education, College of Education and Social Services, University of Vermont, which hosted the initial writing and research institute in July 1997
- Shulamith Koenig, without whose vision the UN Decade for Human Rights would not have come into being

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- David Donahue and Nancy Flowers, *The Uprooted: Refugees and the United States* (Hunter House, 1995);
- Susan Fountain, *It's Only Right* (UNICEF, 1993);
- *First Steps* (Amnesty International, International Secretariat);
- Julie Mertus, Mallika Dutt, and Nancy Flowers, *Local Action/Global Change: Learning about the Human Rights of Women and Girls* (UNIFEM, 1998);
- Ed O'Brien, Eleanor Greene, and David McQuoid-Mason, *Human Rights for All* (West Publishing Co., 1996);
- Partners in Human Rights Education, *Good Things Happen When Students Take Action* (Minnesota Advocates for Human Rights, 1997);
- Betty Reardon, *Educating for Human Dignity* (University of Pennsylvania, 1995);
- David Shiman, *Teaching Human Rights* (Center for Teaching International Relations, University of Denver, 1993);
- Felice Yeban, ed., *The Human Rights Education Pack* (Asian Regional Resource Center for Human Rights Education, 1995).

Above all, the authors wish to acknowledge the inspiration of their students, the future of human rights.

Nancy Flowers
Bolinas, California
December 10, 1998

USING *HUMAN RIGHTS HERE AND NOW*

Human Rights Here and Now is intended to celebrate the 50th anniversary of the Universal Declaration of Human Rights (UDHR) and to further human rights education in the United States. It can be used by educators in classrooms, by human rights advocates in informal settings, and by individuals for their own self-learning.

Part I, "Human Rights Fundamentals," provides basic background information about human rights concepts, documents, history, and the process by which international human rights law is created and defended. Each section of Part I can serve as an individual reading or as a handout to supplement the activities in Part III.

Part II, "The Right to Know Your Rights," offers an introduction to the growing field of human rights education. Intended mainly for educators, it defines the field, addresses typical questions and concerns, and sets out general principles and methodologies for effective learning about human rights.

Part III, "Activities for Introducing the Universal Declaration of Human Rights," is a collection of lively, innovative activities to further learning. Most activities are suitable for middle school through adult groups, though many provide adaptations for pre-school and elementary school. They are arranged from general introductory activities that assume no prior experience with human rights (e.g., Activity 1, "Human Being/Human Rights") through activities that involve close analysis of the UDHR (e.g., Activity 8, "Comparing Rights Documents"). Some are intended to extend human rights thinking into a variety of areas such as creative expression (e.g., Activity 11, "Giving Human Rights a Human Face"), the media (e.g., Activity 6, "Human Right in the News"), and science (Activity 15, "Science, Technology, the Environment, and Human Rights").

Every activity includes information about the time and materials required and the recommended setting for use. Although each activity can be used independently, a sequence of activities is often suggested. Many activities conclude with a section called "Going Further," which offers ways to extend the activity or adapt it for specialized use. Every activity in Part III is based on the assumption that human rights learning does not stop with information but leads to some kind of action.

Part IV, "Taking Action for Human Rights," supplements Part III with guidelines and ideas, as well as activities that examine models of human rights advocacy, help participants strategize about taking action, and develop advocacy skills such as letter writing.

Part V, "Appendices," supplies support materials such as a glossary, a list of human rights organizations, a resource list, and the text of human rights documents that are referred to throughout the book.

A survey released by Human Rights USA in December 1997 shows that 92% of people in the United States have never heard about the Universal Declaration of Human Rights. This book was written to address such lack of information. Everyone who uses *Human Rights Here and Now* is encouraged to reproduce this material and pass it on, to adapt it to suit community needs, and to continue to further understanding of human rights in every part of our society.

> *In the future days which we seek to make secure, we look forward to a world founded upon four essential freedoms.*
>
> *The first is freedom of speech and expression – everywhere in the world.*
>
> *The second is the freedom of every person to worship God in his own way – everywhere in the world.*
>
> *The third is the freedom from want, which, translated into world terms, means economic understanding which will secure to every nation a healthy peacetime life for its inhabitants – everywhere in the world.*
>
> *The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world. It is a definite bias for a kind of world attainable in our own time and generation.*
>
> Franklin D. Roosevelt
> State of the Union Address
> January 6, 1941

PART I:

Human Rights Fundamentals

> *Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...*
>
> Preamble
> Universal Declaration of Human Rights

PART I CONTENTS:

What Are Human Rights? 3

A Short History of Human Rights 5

The United Nations and Human Rights 9

From Concept to Convention:
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America did not invent human rights. In a very real sense it's the other way around. Human rights invented America. Ours was the first nation in the history of the world to be founded explicitly on such an idea.

President Jimmy Carter
Farewell Address
January 1981

WHAT ARE HUMAN RIGHTS?

Human rights are the rights a person has simply because he or she is a human being.

Human rights are held by all persons equally, universally, and forever.

Human rights are ***inalienable:**** you cannot lose these rights any more than you can cease being a human being. Human rights are ***indivisible:*** you cannot be denied a right because it is "less important" or "non-essential." Human rights are ***interdependent:*** all human rights are part of a complementary framework. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.

Another definition for human rights is those *basic standards without which people cannot live in dignity*. To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected.

In claiming these human rights, everyone also accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

Human Rights as Inspiration and Empowerment

Human rights are both inspirational and practical. Human rights principles hold up the vision of a free, just, and peaceful world and set minimum standards for how individuals and institutions everywhere should treat people. Human rights also empower people with a framework for action when those minimum standards are not met, for people still have human rights even if the laws or those in power do not recognize or protect them.

We experience our human rights every day in the United States when we worship according to our belief, or choose not to worship at all; when we debate and criticize government policies; when we join a trade union; when we travel to other parts of the country or overseas. Although we usually take these actions for granted, people both here and in other countries do not enjoy all these liberties equally. Human rights violations also occur everyday in this country when a parent abuses a child, when a family is homeless, when a school provides inadequate education, when women are paid less than men, or when one person steals from another.

---

* This and other terms indicated in bold italic type are defined in *A Human Rights Glossary*, located in Part V.

The Universal Declaration of Human Rights

Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled and ensure that the future of humankind would be different. See Part V, "Appendices," for the complete text and a simplified version of the UDHR.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political, and civil rights. The document is both universal (it applies to all people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity). A ***declaration***, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations ***member states*** commit themselves in an effort to provide all people a life of human dignity.

Over the past 50 years the Universal Declaration of Human Rights has acquired the status of ***customary international law*** because most states treat it as though it were law. However, governments have not applied this customary law equally. Socialist and communist countries of Eastern Europe, Latin America, and Asia have emphasized social welfare rights, such as education, jobs, and health care, but often have limited the political rights of their citizens. The United States has focused on political and civil rights and has advocated strongly against regimes that torture, deny religious freedom, or persecute minorities. On the other hand, the US government rarely recognizes health care, homelessness, environmental pollution, and other social and economic concerns as human rights issues, especially within its own borders.

Across the USA, a movement is rising to challenge this narrow definition of human rights and to restore social, economic, and cultural rights to their rightful place on the human rights agenda. The right to eat is as fundamental as the right not to be tortured or jailed without charges!

Source: Adapted from Pam Costain, "Moving the Agenda Forward," *Connection to the Americas* 14.8 (October 1997): 4.

A SHORT HISTORY OF HUMAN RIGHTS

The belief that everyone, by virtue of her or his humanity, is entitled to certain human rights is fairly new. Its roots, however, lie in earlier tradition and documents of many cultures; it took the catalyst of World War II to propel human rights onto the global stage and into the global conscience.

Throughout much of history, people acquired rights and responsibilities through their membership in a group – a family, indigenous nation, religion, class, community, or state. Most societies have had traditions similar to the "golden rule" of "Do unto others as you would have them do unto you." The Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius are five of the oldest written sources which address questions of people's duties, rights, and responsibilities. In addition, the Inca and Aztec codes of conduct and justice and an Iroquois Constitution were Native American sources that existed well before the 18th century. In fact, all societies, whether in oral or written tradition, have had systems of propriety and justice as well as ways of tending to the health and welfare of their members.

Precursors of 20th Century Human Rights Documents

Documents asserting individual rights, such the Magna Carta (1215), the English Bill of Rights (1689), the French Declaration on the Rights of Man and Citizen (1789), and the US Constitution and Bill of Rights (1791) are the written precursors to many of today's human rights documents. Yet many of these documents, when originally translated into policy, excluded women, people of color, and members of certain social, religious, economic, and political groups. Nevertheless, oppressed people throughout the world have drawn on the principles these documents express to support revolutions that assert the right to self-determination.

Contemporary international human rights law and the establishment of the United Nations (UN) have important historical antecedents. Efforts in the 19th century to prohibit the slave trade and to limit the horrors of war are prime examples. In 1919, countries established the ***International Labor Organization*** (ILO) to oversee ***treaties*** protecting workers with respect to their rights, including their health and safety. Concern over the protection of certain minority groups was raised by the League of Nations at the end of the First World War. However, this organization for international peace and cooperation, created by the victorious European allies, never achieved its goals. The League floundered because the United States refused to join and because the League failed to prevent Japan's invasion of China and Manchuria (1931) and Italy's attack on Ethiopia (1935). It finally died with the onset of the Second World War (1939).

The Birth of the United Nations

The idea of human rights emerged stronger after World War II. The extermination by Nazi Germany of over six million Jews, Sinti and Romani (gypsies), homosexuals, and persons with disabilities horrified the world. Trials were held in Nuremberg and Tokyo after World War II, and officials from the defeated countries were punished for committing war crimes, "crimes against peace," and "crimes against humanity."

Governments then committed themselves to establishing the United Nations, with the primary goal of bolstering international peace and preventing conflict. People wanted to ensure that never again would anyone be unjustly denied life, freedom, food, shelter, and nationality. The essence of these emerging human rights principles was captured in President Franklin Delano Roosevelt's 1941 State of the Union Address when he spoke of a world founded on four essential freedoms: freedom of speech and religion and freedom from want and fear (See Page vi). The calls came from across the globe for human rights standards to protect citizens from abuses by their governments, standards against which nations could be held accountable for the treatment of those living within their borders. These voices played a critical role in the San Francisco meeting that drafted the ***United Nations Charter*** in 1945.

The Universal Declaration of Human Rights

Member states of the United Nations pledged to promote respect for the human rights of all. To advance this goal, the UN established a ***Commission on Human Rights*** and charged it with the task of drafting a document spelling out the meaning of the fundamental rights and freedoms proclaimed in the Charter. The Commission, guided by Eleanor Roosevelt's forceful leadership, captured the world's attention. On December 10, 1948, the ***Universal Declaration of Human Rights*** (UDHR) was adopted by the 56 members of the United Nations. The vote was unanimous, although eight nations chose to abstain.

The UDHR, commonly referred to as the international Magna Carta, extended the revolution in international law ushered in by the United Nations Charter – namely, that how a government treats its own citizens is now a matter of legitimate international concern, and not simply a domestic issue. It claims that all rights are ***interdependent*** and ***indivisible***. Its Preamble eloquently asserts that:

> *[R]ecognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world.*

The influence of the UDHR has been substantial. Its principles have been incorporated into the constitutions of most of the more than 185 nations now in the UN. Although a ***declaration*** is not a legally binding document, the Universal Declaration has achieved the status of ***customary international law*** because people regard it "as a common standard of achievement for all people and all nations."

The Human Rights Covenants

With the goal of establishing mechanisms for enforcing the UDHR, the UN Commission on Human Rights proceeded to draft two ***treaties:*** the International Covenant on Civil and Political Rights (ICCPR) and its ***optional Protocol*** and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Together with the Universal Declaration, they are commonly referred to as the ***International Bill of Human Rights.*** The ICCPR focuses on such issues as the right to life, freedom of speech, religion, and voting. The ICESCR focuses on such issues as food, education, health, and shelter. Both ***covenants*** trumpet the extension of rights to all persons and prohibit discrimination.

As of 1997, over 130 nations have ***ratified*** these covenants. The United States, however, has ratified only the ICCPR, and even that with many ***reservations***, or formal exceptions, to its full compliance. See Page 14 for more information on the US ratification process.

Subsequent Human Rights Documents

In addition to the covenants in the International Bill of Human Rights, the United Nations has adopted more than 20 principal treaties further elaborating human rights. These include conventions to prevent and prohibit specific abuses like torture and ***genocide*** and to protect especially vulnerable populations, such as refugees (***Convention Relating to the Status of Refugees,*** 1950), women (***Convention on the Elimination of All Forms of Discrimination against Women,*** 1979), and children (***Convention on the Rights of the Child,*** 1989). As of 1997 the United States has ratified only these conventions:

The Convention on the Elimination of All Forms of Racial Discrimination
The Convention on the Prevention and Punishment of the Crime of Genocide
The Convention on the Political Rights of Women
The Slavery Convention of 1926
The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

In Europe, the Americas, and Africa, regional documents for the protection and promotion of human rights extend the International Bill of Human Rights. For example, African states have created their own Charter of Human and People's Rights (1981), and Muslim states have created the Cairo Declaration on Human Rights in Islam (1990). The dramatic changes in Eastern Europe, Africa, and Latin America since 1989 have powerfully demonstrated a surge in demand for respect of human rights. Popular movements in China, Korea, and other Asian nations reveal a similar commitment to these principles.

The Role of Nongovernmental Organizations

Globally the champions of human rights have most often been citizens, not government officials. In particular, ***nongovernmental organizations*** (NGOs) have played a cardinal role in focusing the international community on human rights issues. For example, NGO activities surrounding the 1995 United Nations Fourth World Conference on Women in Beijing, China, drew unprecedented attention to serious violations of the human rights of women. NGOs such as Amnesty International, the Antislavery Society, the International Commission of Jurists, the International Working Group on Indigenous Affairs, Human Rights Watch, Minnesota Advocates for Human Rights, and Survivors International monitor the actions of governments and pressure them to act according to human rights principles.

Government officials who understand the human rights framework can also effect far reaching change for freedom. Many United States Presidents such as Abraham Lincoln, Franklin Roosevelt, Lyndon B. Johnson, and Jimmy Carter have taken strong stands for human rights. In other countries leaders like Nelson Mandela and Vaclev Havel have brought about great changes under the banner of human rights.

Human rights is an idea whose time has come. The Universal Declaration of Human Rights is a call to freedom and justice for people throughout the world. Every day governments that violate the rights of their citizens are challenged and called to task. Every day human beings worldwide mobilize and confront injustice and inhumanity. Like drops of water falling on a rock, they wear down the forces of oppression and move the world closer to achieving the principles expressed in the Universal Declaration of Human Rights.

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, U of Denver, 1993): 6-7.

THE UNITED NATIONS AND HUMAN RIGHTS

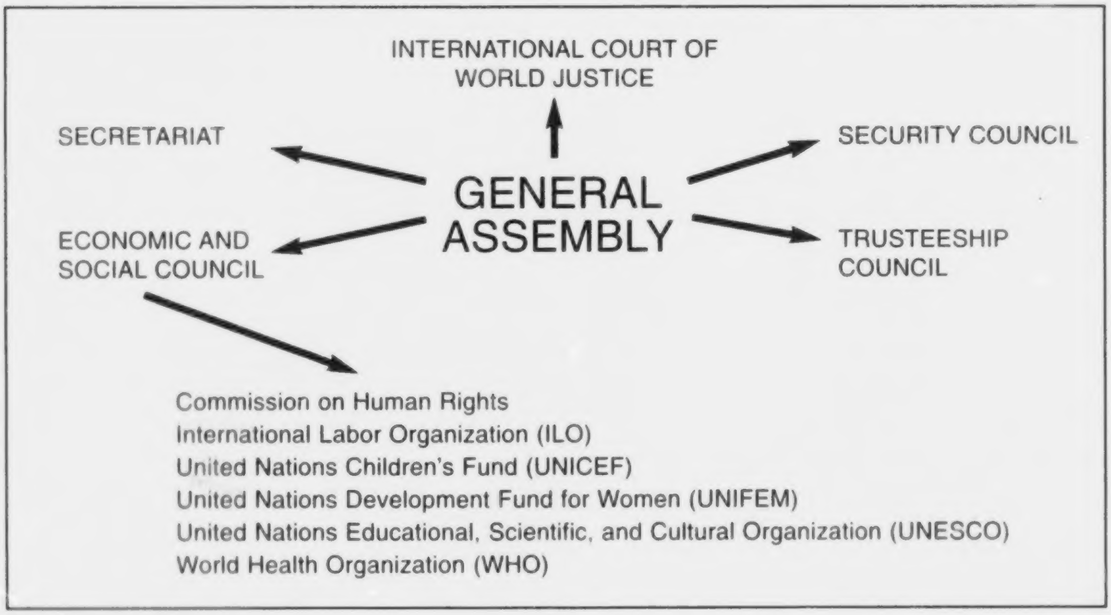
The ***United Nations Charter*** sets forth the "inherent dignity" and the "equal and inalienable rights of all members of the human family." Upholding these human rights principles as "the foundation of freedom, justice, and peace in the world" is fundamental to every undertaking of the United Nations.

The UN General Assembly

The United Nations currently comprises 185 ***member states,*** all of which belong to the General Assembly. The General Assembly controls the UN's finances, makes non-binding recommendations, and oversees and elects members of other UN organs. It is the General Assembly that ultimately votes to adopt human rights ***declarations*** and ***conventions,*** which are also called ***treaties*** or ***covenants.*** For example, in 1948 when the ***UN Commission on Human Rights*** had completed its draft of the Universal Declaration of Human Rights, the General Assembly voted to adopt the document.

Other UN Bodies

In addition to the General Assembly, in which all member states are represented, there are five other main bodies of the United Nations that deal with different types of international concerns and administrative tasks.


INTERNATIONAL COURT OF WORLD JUSTICE
SECRETARIAT
SECURITY COUNCIL
GENERAL ASSEMBLY
ECONOMIC AND SOCIAL COUNCIL
TRUSTEESHIP COUNCIL

Commission on Human Rights
International Labor Organization (ILO)
United Nations Children's Fund (UNICEF)
United Nations Development Fund for Women (UNIFEM)
United Nations Educational, Scientific, and Cultural Organization (UNESCO)
World Health Organization (WHO)

Although human rights are fundamental to all functions of the UN, human rights issues mainly fall under the ***Economic and Social Council (ECOSOC)***. This council of fifty-four members elected by the General Assembly is responsible for coordinating all economic and social work of the UN and its affiliated institutions. The Economic and Social Council oversees the work of many ***intergovernmental organizations*** (IGOs) and certain UN commissions, such as the ***UN Commission on Human Rights***.

The UN Commission on Human Rights

Made up of fifty-three member states elected by ***ECOSOC*** the UN Commission on Human Rights initiates studies and fact-finding missions and discusses specific human rights issues. It has responsibility for initiating and drafting human rights declarations and conventions.

Intergovernmental Organizations

ECOSOC also supervises ***intergovernmental organizations (IGOs),*** which are specialized agencies that function independently with their own charter, budget, and staff but are affiliated with the UN by special agreements. ***IGOs*** report to the ***ECOSOC*** and may be asked to review reports from certain UN bodies that are relevant to their area of focus.

Some intergovernmental organizations that work to protect human rights include:

International Labor Organization (ILO) – Develops international labor standards and provides technical assistance training to governments;

United Nations Children's Fund (UNICEF) – Works with other UN bodies, governments, and nongovernmental organizations to provide community-based services in primary healthcare, basic education, and safe water and sanitation for children in developing countries. Human rights are fundamental to its programming;

United Nations Development Fund for Women (UNIFEM) – Promotes economic and political empowerment of women in developing countries, working to ensure their participation in development planning and practices, as well as their human rights;

United Nations Educational, Scientific, and Cultural Organization (UNESCO) – Pursues intellectual cooperation in education, science, culture, and communications and promotes development through social, cultural, and economic projects;

World Health Organization (WHO) – Conducts immunization campaigns, promotes and coordinates research, and provides technical assistance to countries that are improving their health systems.

Other UN Bodies and Human Rights

The ***UN Security Council,*** comprising fifteen member states, is responsible for making decisions regarding international peace and security. It can make recommendations and decisions for action, including providing humanitarian aid, imposing economic sanctions, and recommending peacekeeping operations. The Security Council has been responsible for establishing international tribunals to prosecute serious violations of humanitarian law. For example, special tribunals have been set up to prosecute war crimes in the former Yugoslavia and acts of ***genocide*** in Rwanda.

The ***Secretariat*** is the administrative arm of the UN, responsible for overseeing the programs and policies established by the other UN organs. The position of UN High Commissioner on Human Rights, currently held by Mary Robinson, the former President of Ireland, is part of the UN Secretariat.

Sources: "The United Nations at a Glance," *UNA-USA Factsheet;* Frank Newman and David Weissbrodt, *International Human Rights: Law, Policy, and Process: 9-12.*

> *When you expand the civil rights struggle to the level of human rights, you can take the case of the Black man in this country before the nations of the United Nations. You can take it before the General Assembly. You can take Uncle Sam before the World Court. But the only level you can do it on is the level of human rights. Human rights are something that you are born with. Human rights are your God-given rights. Human rights are the rights recognized by all the nations of this earth.*
>
> Malcolm X
> Speech in Cleveland, Ohio
> April 3, 1964

FROM CONCEPT TO CONVENTION

HOW HUMAN RIGHTS LAW EVOLVES

In 1945 in San Francisco, 50 nations adopted the ***United Nations Charter,*** a document setting forth the United Nations' goals, functions, and responsibilities. Article 1 of the Charter states that one of the aims of the UN is to achieve international cooperation in "promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion."

The goals of Article 1 of the Charter are of a general nature. For those goals to be achieved, specific "human rights and freedoms" needed to be defined first. Then laws and procedures had to be drawn up that would promote and protect those rights and freedoms. For these purposes, the ***Commission on Human Rights*** was established and charged with creating an ***International Bill of Human Rights.***

From Declaration to Convention

The ***International Bill of Human Rights*** consists of the ***Universal Declaration of Human Rights*** (UDHR), ***The International Covenant on Civil and Political Rights*** and its optional ***Protocol,*** and ***The International Covenant on Economic, Social, and Cultural Rights.***

First in 1948 came the UDHR, which serves to define the basic human rights and freedoms to which all individuals are entitled. A ***declaration*** is not a legally binding document, however. For the rights defined in a declaration to have full legal force, they must be written into documents called ***conventions*** (also referred to as ***treaties*** or ***covenants),*** which set international norms and standards. When a government signs a convention, it becomes legally bound to uphold those standards.

Once the UDHR was drafted and adopted by the UN General Assembly, work began to ***codify*** the rights it contained into a convention. For political and procedural reasons, these rights were divided between two separate covenants, each addressing different categories of rights. The International Covenant on Civil and Political Rights (ICCPR) articulates the specific, liberty-oriented rights that a state may not take from its citizens, such as freedom of expression and freedom of movement. The International Covenant on Economic, Social, and Cultural Rights (ICESCR) addresses those articles in the UDHR that define an individual's rights to basic necessities, such as food, housing, and health care, which a state should provide for its citizens, in so far as it is able. Both covenants were adopted by the UN in 1966.

INTERNATIONAL BILL OF HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS
(UDHR)

INTERNATIONAL COVENANT ON
CIVIL AND POLITICAL RIGHTS
(ICCPR) AND ITS PROTOCOL

INTERNATIONAL COVENANT
ON ECONOMIC, SOCIAL AND
CULTURAL RIGHTS (ICESCR)

Reporting and Monitoring

Every convention contains articles that establish procedures for monitoring and reporting how ***states parties***, governments that have ***ratified*** the document, are complying with it. Both Covenants, for example, provide for a body of independent experts to monitor governmental compliance with treaty provisions. Articles in the ICCPR establish a Human Rights Committee consisting of 18 independent experts, who examine progress reports from states that are party to that Covenant. The Committee also can consider complaints of one member state against another. In addition, the ICCPR provides a complaint procedure through which individuals can have grievances against their government heard in an international forum.

When a UN ***member state*** ratifies a convention, it agrees to abide by the provisions of the convention, consent to be monitored, change its laws to conform to the convention, and report at regular intervals on its progress in doing so. Relevant parts of these reports are also forwarded to the specialized UN-affiliated ***intergovernmental organizations*** such as the ***World Health Organization*** (WHO) and the ***International Labor Organization*** (ILO) for their review and recommendations.

Steps in the Evolution of Conventions

Before they become codified as binding law, human rights concepts must pass through a lengthy process that involves consensus building and practical politics at the international and national levels.

1) **Drafted** by working groups. The UN General Assembly commissions working groups consisting of representatives of UN member states, as well as representatives of intergovernmental and ***nongovernmental organizations*** (NGOs).

2) **Adopted** by vote of the UN General Assembly.

3) **Signed** by member states. When member states sign the convention, they are indicating that they have begun the process required by their government for ratification. In signing, they are also agreeing to refrain from acts that would be contrary to the objectives of the convention.

4) **Ratified** by member states. When a member state ratifies a convention, it signifies its intention to comply with the specific provisions and obligations of the document. It takes on the responsibility to see that its national laws are in agreement with the convention. There is also a process by which states can ratify the convention, but also indicate their ***reservations*** about specific articles.

5) **Entered into force**. A convention goes into effect when a certain number of member states have ratified it. For example, the ICCPR and ICESCR were adopted in 1966; however, they did not enter into force until 1976 when the specified number of 35 member states had ratified them.

The US Ratification Process

In the United States the process towards ratification begins when the President endorses the document by signing it. It is then submitted to the Senate, along with any administration recommendations.

The Senate Foreign Relations Committee first considers the convention, conducting hearings to monitor public reaction. The Foreign Relations Committee may then recommend the convention to the Senate, possibly with reservations or qualifications. Such reservations are often based on the need to enact new legislation in order to conform to a convention. However, the federal system of the US government gives individual states, not the national government, the right to make law in many areas such as criminal and family law.

Next the full Senate considers the convention. Finally, if the Senate approves the convention, the President formally notifies the UN that the United States has ratified and thus become a states party to the convention.

The Rights of the Child from Declaration to Convention

The Convention on the Rights of the Child provides an example of the evolution of a UN Convention. In 1959 a working group drafted the Declaration on the Rights of the Child, which consisted of ten principles setting forth basic rights to which all children should be entitled.

These principles then needed to be codified in a convention. The formal drafting process lasted nine years, during which representatives of governments, intergovernmental agencies, like UNICEF and UNESCO, and nongovernmental organizations (NGOs), like Save the Children and the International Red Cross, worked together to create consensus on the language of the convention.

The resulting Convention on the Rights of the Child (Children's Convention) contains 54 articles that can be divided into three general categories: 1) protection, covering specific issues such as abuse, neglect, and exploitation; 2) provision, addressing a child's particular needs such as education and health care; and 3) participation, acknowledging a child's growing capacity to make decisions and play a part in society.

The Children's Convention was adopted by the General Assembly in 1989 and was immediately signed and ratified by more nations in a shorter period of time than any other UN convention. As a result the Children's Convention entered into force shortly thereafter, in 1990. Furthermore, the total number of member states which have ratified the Children's Convention has surpassed that of all other conventions. As of December 1998, only two member states have not ratified it: Somalia and the United States.

The Evolution of Human Rights Law

Since 1948 the UDHR has served as the foundation for 20 major human rights conventions. Many human rights conventions have entered into force; some are still in the process of ratification. Others, such as a convention on the rights of indigenous peoples and a convention on environmental rights, are presently being drafted. As the needs of certain groups of people are recognized and defined and as world events point to the need for awareness and action on specific human rights issues, international human rights law continuously evolves in response. The ultimate goal is to protect and promote the basic human rights of every person, everywhere.

Sources: Hurst Hannum, *Guide to International Human Rights Practice;* Leah Levin, *Human Rights Questions and Answers*; Frank Newman and David Weissbrodt, *International Human Rights: Law, Policy, and Process.*

Injustice anywhere is a threat to justice everywhere.

Martin Luther King

28

PRINCIPAL HUMAN RIGHTS CONVENTIONS

CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE, 1948*

CONVENTION FOR THE SUPPRESSION OF THE TRAFFIC IN PERSONS AND OF THE EXPLOITATION OF THE PROSTITUTION OF OTHERS, 1949

CONVENTION RELATING TO THE STATUS OF REFUGEES, 1951*

SLAVERY CONVENTION OF 1926, AMENDED BY PROTOCOL, 1953*

CONVENTION ON THE POLITICAL RIGHTS OF WOMEN, 1953*

CONVENTION ON THE NATIONALITY OF MARRIED WOMEN, 1957

CONVENTION ON CONSENT TO MARRIAGE, MINIMUM AGE FOR MARRIAGE AND REGISTRATION OF MARRIAGES, 1962

CONVENTION ON THE REDUCTION OF STATELESSNESS, 1961

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS, 1966

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS, 1966*

INTERNATIONAL CONVENTION ON THE ELIMINATION OF ALL FORMS OF RACIAL DISCRIMINATION, 1966*

CONVENTION ON THE NON-APPLICABILITY OF STATUTORY LIMITATIONS TO WAR CRIMES AND CRIMES AGAINST HUMANITY, 1968

INTERNATIONAL CONVENTION ON THE SUPPRESSION AND PUNISHMENT OF THE CRIME OF APARTHEID, 1973

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN, 1979

CONVENTION AGAINST TORTURE AND OTHER CRUEL, INHUMAN OR DEGRADING TREATMENT OR PUNISHMENT, 1984*

CONVENTION ON THE RIGHTS OF THE CHILD, 1989

CONVENTION ON THE RIGHTS OF MIGRANT WORKERS AND THE MEMBERS OF THEIR FAMILIES, 1990

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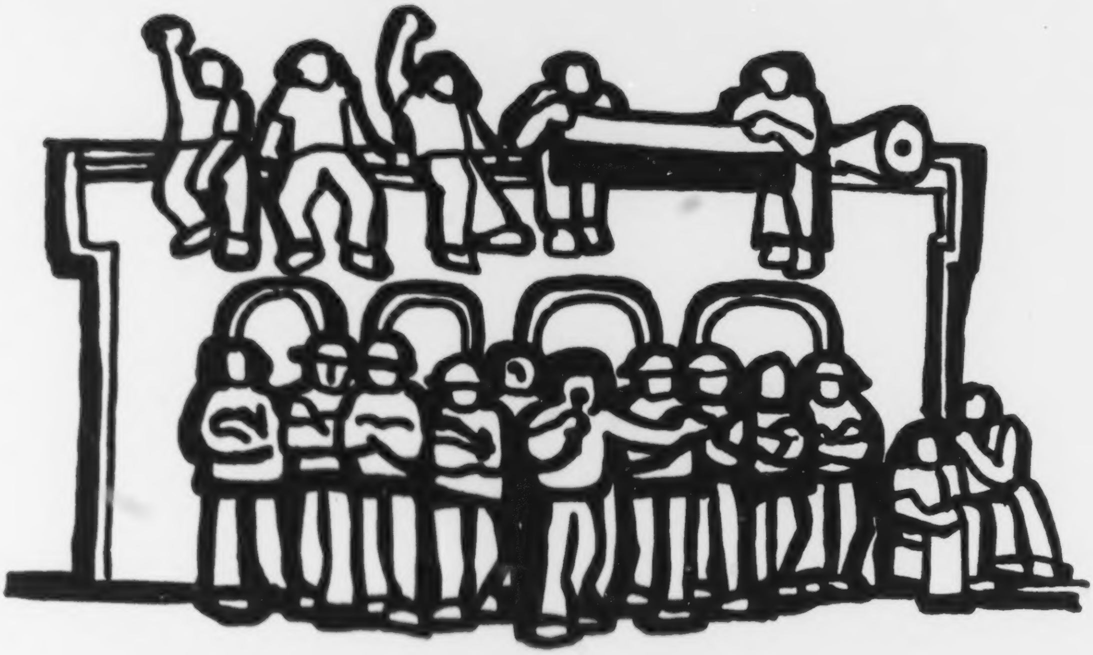
* The US has ratified this convention.

Note: date refers to the year the UN General Assembly adopted the convention.



PART II:

The Right to Know Your Rights

AN INTRODUCTION TO HUMAN RIGHTS EDUCATION

> *...every individual and every organ of society... shall strive by teaching and education to promote respect for these rights and freedoms....*
>
> Preamble
> Universal Declaration of Human Rights

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WHY HUMAN RIGHTS EDUCATION?

HUMAN RIGHTS EDUCATION declares a commitment to those human rights expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants, and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.

HUMAN RIGHTS EDUCATION promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.

HUMAN RIGHTS EDUCATION helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the universal struggle for justice and dignity.

HUMAN RIGHTS EDUCATION engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, nonviolent action.

HUMAN RIGHTS EDUCATION affirms the interdependence of the human family. It promotes understanding of the complex global forces that create abuses, as well as the ways in which abuses can be abolished and avoided.

Human Rights Educators' Network
Amnesty International USA
January 1991

AN INTRODUCTION TO HUMAN RIGHTS EDUCATION

What is Human Rights Education?

Simply put, human rights education is all learning that develops the knowledge, skills, and values of human rights.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;

(c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations for the Maintenance of Peace."*

During this Decade, the UN is urging and supporting all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education.

*Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2.

Human Rights Education as a Human Right

Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." The International Covenant on Civil and Political Rights (ICCPR) declares that a government "may not stand in the way of people learning about [their rights]."

Although news reports refer to human rights every day, "human rights literacy" is not widespread in the United States. Students of law and international relations or political science may study human rights in a university setting, but most people receive no education, formally or informally, about human rights. Even human rights activists usually acquire their knowledge and skills by self-teaching and direct experience.

When Americans say, "I've got my rights," they usually think of those ***civil and political rights*** defined in the US Bill of Rights, which includes freedom of assembly, freedom of worship, and the right to a fair trial. Few, however, realize that ***social, economic, and cultural rights*** such as health care, housing, or a living wage, are also human rights guaranteed in the UDHR.

People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. Growing consensus around the world recognizes education for and about human rights as essential. It can contribute to the building of free, just, and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

Rights, Responsibilities, and Action

Integral to learning about one's human rights is learning about the responsibilities that accompany all rights. Just as human rights belong to both individuals and society as a whole, the responsibility to respect, defend, and promote human rights is both individual and collective. The Preamble of the UDHR, for example, calls not only on governments to promote human rights, but also on "every individual and every organ of society." Human rights education provides the knowledge and awareness needed to meet this responsibility.

The responsibilities of all citizens in a democratic society are inseparable from the responsibility to promote human rights. To flourish, both democracy and human rights require people's active participation. Human rights education includes learning the skills of advocacy – to speak and act every day in the name of human rights.

Human rights education also provides a basis for conflict resolution and the promotion of social order. Rights themselves often clash, such as when one person's commitment to public safety conflicts with another's freedom of expression. As a value system based on respect and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences. Human rights education also teaches the skills of negotiation, mediation, and consensus building.

The Goals of Human Rights Education

Human rights education teaches both **about** human rights and **for** human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Education **about** human rights provides people with **information** about human rights. It includes learning –

- about the inherent dignity of all people and their right to be treated with respect
- about human rights principles, such as the universality, indivisibility, and interdependence of human rights
- about how human rights promote participation in decision making and the peaceful resolution of conflicts
- about the history and continuing development of human rights
- about international law, like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
- about regional, national, state, and local law that reinforces international human rights law
- about using human rights law to protect human rights and to call violators to account for their actions
- about human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
- about the persons and agencies that are responsible for promoting, protecting, and respecting human rights

Education **for** human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. These human rights **values** and **attitudes** include –

- "strengthening respect for human rights and fundamental freedoms" (UDHR Article 30.2)
- nurturing respect for others, self-esteem, and hope
- understanding the nature of human dignity and respecting the dignity of others
- empathizing with those whose rights are violated and feeling a sense of solidarity with them

- recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- perceiving the human rights dimension of civil, social, political, economic, and cultural issues and conflicts both in the US and other countries
- valuing non-violence and believing that cooperation is better than conflict

Education **for** human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. These **skills for action** include –

- recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
- developing critical understanding of life situations
- analyzing situations in moral terms
- realizing that unjust situations can be improved
- recognizing a personal and social stake in the defense of human rights
- analyzing factors that cause human rights violations
- knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
- strategizing appropriate responses to injustice
- acting to promote and defend human rights

Who Needs Human Rights Education?

Human rights should be part of everyone's education. However, certain groups have a particular need for human rights education: some because they are especially vulnerable to human rights abuses, others because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate. Among these groups are the following:

Administrators of Justice:

- law enforcement personnel, including police and security forces
- prison officials
- lawyers, judges, and prosecutors

Other Government and Legislative Officials:

- members of the legislature
- public officials, elected and appointed
- members of the military

Other Professionals:

- educators
- social workers
- health professionals
- journalists and media representatives

Organizations, Associations, and Groups:

- women's organizations
- community activists and civic leaders
- minority groups
- members of the business community
- trade unionists
- indigenous peoples
- religious leaders and others with a special interest in social justice issues
- children and youth
- students at all levels of education
- refugees and displaced persons
- people of all sexual orientations
- poor people, whether in cities or rural areas
- people with disabilities
- migrant workers

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA and Kristi Rudelius-Palmer, Partners in Human Rights Education.

> *Human rights is not a subject that can be studied at a distance. Students should not just learn* ***about*** *the Universal Declaration,* ***about*** *racial injustice, or* ***about*** *homelessness without also being challenged to think about what it all means for them personally. As human rights educators, we must ask our students and ourselves, "How does all this relate to the way we live our lives?" The answers to this question will tell us much about how effectively we have taught our students.*
>
> David Shiman
> "Introduction," *Teaching Human Rights*

FREQUENTLY ASKED QUESTIONS ABOUT HUMAN RIGHTS EDUCATION

? We learn about the Bill of Rights in school. Isn't that enough?

The rights contained in the US Bill of Rights are mainly ***civil and political rights***, such as the right to a fair trial, to assembly, to free speech, and worship. Human rights, however, also include ***social, economic, and cultural rights*** that are not included in the US Constitution or Bill of Rights, such as the rights to adequate housing, health care, and a living wage.

Human rights also reflect a broader value system than the Bill of Rights and other sources of "legal rights" in the United States. Human rights are not related to citizenship in a particular country. Human rights also include how individuals relate to each other, not just how people and governments relate. Every human being has the right to know about and enjoy these rights.

? How can I teach human rights when I have never studied about them? What if I can't answer people's questions?

Few of us had any opportunity to study about human rights during our formal schooling. This is part of the problem. The foundation of all learning is inspiring interest, curiosity, and personal connection to the subject matter. Research shows people of all ages remember and integrate best when they participate in their learning. You don't have to know all the answers to facilitate human rights education; you do have to know how to help people, including yourself, look for answers. "Experts" can evoke passivity, boredom or a sense of incompetence, especially if they present human rights from a strictly legal perspective. You need not be an expert with a legal background. You do need to be willing to be part of the learning process. Therefore the most effective educational techniques in human rights education, as reflected in this book, offer a high level of active participation, using techniques such as role plays, debates, discussion, drama, and small group work.

? How can knowing about human rights make any difference in the work I do in my community?

Many people are engaged in human rights work without knowing it! Because Americans usually define "rights" as those civil and political rights guaranteed in the US Bill of Rights and other laws, many people working for social, economic, and cultural rights do not recognize that they too are human rights advocates. As a director of a battered women's shelter who attended a human rights training observed, "Until today I never thought of myself as a human rights worker. Now I want every woman who comes to the shelter to know that she has a human right not to be beaten. And I want our organization's brochure to state this too – right at the top of the first page."

Organizing around human rights provides a common vision and value system. Rather than working in isolation from each other, people working on social justice issues can unite around the shared framework of human rights. In this way, once understood and claimed, human rights can serve as a powerful tool to spark hope for the future and effect change.

? How do you know human rights education works? Does it really change attitudes and behavior? What proof is there?

Because human rights are a new frontier in education, little research is yet available. Useful analogies can be drawn, however, to law-related education, values education, character education, global education, and anti-bias education. Although measuring changes in information levels is easy, changes in attitude are difficult to quantify, especially as they can take place over a period of years. Can we test for an increased respect for human dignity? Clearly this is an area where much work is needed. Many human rights educators have witnessed first-hand the power of using the human rights framework to change students' attitudes and behaviors. One social worker engaged in human rights education for the past five years commented, "I have seen my students become respectful individuals who have hope and commitment to making the world a better place."

? How do you teach human rights to people whose rights have been abused (e.g., the homeless, people in prison, people with disabilities, refugees)?

No matter what your audience, always draw on people's experience. If human rights education doesn't address their lives, it won't matter much. Always tailor what you teach to your audience.

On the other hand, in an effort to achieve relevance, don't neglect the ***interdependence*** and ***indivisibility*** of rights. Refugees, for example, not only need to know about their rights as refugees but also about the full spectrum of rights (e.g., their rights to education, shelter, freedom of movement, and self-determination).

? Isn't human rights education just for schools?

Just as all people everywhere have the same human rights, so people of every age need to know and understand about their rights. The content and goals are much the same at all ages; only the methodologies vary. A young child learns somewhat differently from a teenager, and a judge or a resident in a battered women's shelter learns somewhat differently from a union organizer, a social worker, or a police officer. Although an informed facilitator can be helpful, adult groups can educate themselves about human rights using activities like those in Part III, "Introducing the Universal Declaration of Human Rights."

Emphasize for all age groups –

- people's lived experience
- interactive methodologies rather than lecture, which often results in passive listening
- rights as evolving ideas that are shaped by people's needs
- rights can sometimes conflict, requiring thoughtful evaluation
- universality, i.e., that human rights transcend any political, religious, or cultural perspective

How does one advocate for human rights and still maintain respect for cultural, religious, and other differences?

Human rights are universal. On the one hand they apply to everyone regardless of culture and beliefs. On the other hand, they guarantee the right to practice and advocate for those differences.

By their very nature human rights are subject to conflict. One person's conscientiously held belief (e.g., that one race is superior to all others) can violate another's human dignity and human rights. Human rights education includes exploring solutions to these kinds of conflicts, both those that occur in the local community (e.g., the right to free speech vs. the right to protection from "hate speech") and those that occur on a global scale (e.g., the right to practice one's culture vs. protection from harmful traditional practices). Resolutions are seldom easy and sometimes impossible. Nevertheless, placing such conflicts in a human rights framework is essential to their full understanding. And resolution can only come through attitudes of equality and respect and through the skills of negotiation, mediation, and consensus building, all fundamental to human rights education.

Where do human rights fit into an already over-crowded school curriculum? Especially into subjects other than social studies?

Human rights education works best when woven into the fabric of existing curriculum. It's a way of thinking about the world, not just subject matter to cover. Teachers can find opportunities everywhere to engage and challenge their students about human rights.

Ideally human rights are taught across the school curriculum. Although social studies classes make the most obvious fit, many subjects can be viewed from a human rights perspective. For example, Part III, "Introducing the Universal Declaration of Human Rights," provides questions to apply to many topics both within and beyond the curriculum:

Activity 13, *Literature and Human Rights*

Activity 14, *History and Human Rights: A Process for Analyzing Events*
Activity 15, *Science, Technology, the Environment, and Human Rights*

Human rights education also provides many opportunities for service learning, community service, and youth advocacy projects. See Part IV, "Taking Action for Human Rights."

Isn't human rights education too political for schools?

Knowing about human rights makes people better able to participate in the social and political life of their communities. However, it is important to distinguish between political and analytical skills and party politics and political ideology. Educators have a great responsibility not to become propagandists or to push students towards a specific political position or party. Human rights education must be exploratory, open-ended, and problem solving. It should also call on the learner to identify and strive to eliminate injustice.

Won't human rights topics distress people?

Human rights education should not focus only on rights abuses, which can be disturbing and dismaying to people of all ages. While human rights education may include teaching about violations, it also provides a value system that condemns those actions and upholds human dignity. Human rights education also offers people the skills to take action to prevent such abuse, as well as to advocate for the realization of human rights.

Indeed, educators need to shield children and some adults, such as former victims of abuse, from the brutality of human rights violations (e.g., Amnesty's Children's Edition Urgent Action letter writing appeals edit out explicit details of abuse). However, everyone can be inspired by the vision of a world built upon principles of human dignity, respect, and justice where such abuses do not occur.

What's the difference between human rights education and moral education, peace education, law-related education, development education, multicultural education, global studies, citizenship education, or conflict resolution? Where does human rights education fit in?

These different forms of education share many common features; all include acquiring knowledge, skills, and attitudes. Human rights education, however, provides a shared value system where all intersect. For example, peace education incorporates human dignity and the right to peace and security. Multicultural education reflects the human rights principles of nondiscrimination and participation in one's own language, culture, and religion. Law-related education enables students to measure US law against international human rights standards.

Human rights should be part of all these educational movements!

Isn't human rights education anti-American? Doesn't it criticize our country?

The UDHR set a standard by which to assess the human rights achievements of all countries, including the United States. No country has a perfect record. Human rights education acknowledges the successes, identifies the shortcomings, and encourages citizens to work for improvement. In regard to many human rights, the US is an acknowledged leader (e.g., freedom of speech, press, religion); in other areas clear deficiencies exist (e.g., health care, equal education, housing).

What materials do I need to teach human rights?

This book has all the material you need to get started:

1. *Basic human rights documents* and *definitions* (Part V, *Appendices*)
2. *Background information* on human rights history and mechanisms (Part I, *Human Rights Fundamentals*)
3. *Activities* for learning (Part III, *Activities*)
4. *Teaching strategies* (Part II, *The Right to Know Your Rights*)
5. *Action ideas* (Part IV, *Taking Action for Human Rights*)
6. *Resource list* of human rights materials (Part V, *Appendices*)

The only other requirements are people with the desire to learn and the willingness to meet and talk together.

What resources are there to assist me in human rights education?

For speakers, trainings, videos, curriculum materials, books, and consultation, contact the Human Rights USA Resource Center:

Human Rights USA Resource Center
229 19th Avenue South
Suite 439
Minneapolis, MN 55455
Tel: 1-888-HREDUC8
Fax: 612-625-2011
E-mail: hrusa@tc.umn.edu
Web Site: http://www.hrusa.org

For a list of human rights organizations, see Part V, Appendices.

DEVELOPMENTAL AND CONCEPTUAL FRAMEWORK FOR HUMAN RIGHTS EDUCATION

LEVELS	GOALS	KEY CONCEPTS	PRACTICES	SPECIFIC HUMAN RIGHTS PROBLEMS	EDUCATION STANDARDS & INSTRUMENTS
Early Childhood • Preschool & lower primary school • Ages 3 to 7	• Respect for self • Respect for parents and teachers • Respect for others	• Self • Community • Responsibility	• Fairness • Self-expression • Listening	• Racism • Sexism • Unfairness • Hurting people (emotionally, physically)	• Classroom rules • Family life • Community standards • Convention on the Rights of the Child
Later Childhood • Upper primary school • Ages 8 to 11	• Social Responsibility • Citizenship • Distinguishing wants from needs from rights	• Individual rights • Group rights • Freedom • Equality • Justice • Rule of law • Government • Security • Democracy	• Valuing diversity • Fairness • Distinguishing between fact and opinion • Performing school or community service • Civic participation	• Discrimination/prejudice • Poverty/hunger • Injustice • Ethnocentrism • Passivity	• UDHR • History of human rights • Local, national legal systems • Local and national history in human rights terms • UNESCO, UNICEF
Adolescence • Lower secondary school • Ages 12 to 14	• Knowledge of specific human rights	• International law • World Peace • World Development • World Political Economy • World Ecology • Legal Rights • Moral Rights	• Understanding other points of view • Citing evidence in support of ideas • Doing research/gathering information • Sharing information • Community service and action	• Ignorance • Apathy • Cynicism • Political repression • Colonialism/imperialism • Economic globalization • Environmental degradation	• UN Covenants • Elimination of racism • Elimination of sexism • Regional human rights conventions • UNHCR • NGOs
Older Adolescents and Adults • Upper secondary school and adult groups • Ages 15 and up	• Knowledge of human rights standards • Integration of human rights into personal awareness and behaviors	• Moral inclusion/exclusion • Moral responsibility/literacy	• Participation in civic organizations • Fulfilling civic responsibilities • Civic disobedience • Community services and action	• Genocide • Torture	• Geneva Conventions • Specialized conventions • Evolving human rights standards

Adapted from the United Nations Document, *Guidelines for National Plans of Action for Human Rights Education.*

HOW YOU TEACH IS WHAT YOU TEACH

PRINCIPLES FOR HUMAN RIGHTS EDUCATION

No matter what the setting – whether a classroom, a senior citizens' center, or a religious organization – common principles inform the methods used to teach human rights. These principles should be communicated through every aspect of good human rights education:

- Provide **OPEN-MINDED EXAMINATION** of human rights concerns with opportunities for participants to arrive at positions different from those of the facilitator.
- Include an **INTERNATIONAL/GLOBAL DIMENSION** to the human rights theme being examined, (e.g. how it manifests itself both at home and abroad).
- Avoid too much focus on human rights abuses. Emphasize human rights as a **POSITIVE VALUE SYSTEM** and a standard to which everyone is entitled.
- Affirm the belief that the **INDIVIDUAL** can make a difference and provide examples of individuals who have done so.
- Include an **ACTION DIMENSION** that provides participants with opportunities to act on their beliefs and understanding. These actions should address problems both at home and elsewhere in the world.
- Link every topic or issue to relevant articles of the **UNIVERSAL DECLARATION OF HUMAN RIGHTS**. Make this connection explicit rather than implicit or assumed.
- Be responsive to concerns related to **CULTURAL DIVERSITY**. Activities should reflect a variety of perspectives (e.g., race, gender, religion, cultural/national traditions).
- Be concerned with both **CONTENT AND LEARNING PROCESS**. It is difficult to engage participants in examining issues related to rights and justice if the learning environment does not demonstrate respect for justice and human dignity.
- Keep lecturing to a minimum. Instead use **PARTICIPATORY METHODS** for learning such as role plays, discussion, debates, mock trials, games, and simulations.
- Connect people's **LIVED EXPERIENCE** directly to abstract concepts and legal documents.

Source: Nancy Flowers and David Shiman, Human Rights Educators' Network, Amnesty International USA, with additions from Edward O-Brien, Street Law, Inc.

WORKSHOP STRATEGIES FOR HUMAN RIGHTS EDUCATION

Because human rights education is relatively new, people with even a little experience in the field are frequently called upon to teach others. The following recommendations for an effective human rights training could be applied to many different settings: a seminar for students, a training for social justice advocates, an in-service program for teachers, a staff-development presentation for an organization, a training-of-trainers for future human rights educators.

Components for an Effective Workshop

1) Build the workshop with a **FUNNEL-LIKE DESIGN**, starting broadly in a manner which engages participants personally and becoming increasingly focused on specific human rights issues as you approach the end. The workshop should move towards commitment and action with participants addressing the following questions:

   What do I want to accomplish in my community?

   What do I need now to move me towards that goal?

2) Promote **PARTICIPANT OWNERSHIP** of the workshop by:
   a) seeking consensus in decisions regarding the direction the workshop should move;
   b) returning periodically to the agenda to be sure you are on the right path for the participants.

3) Choose activities that are **SENSITIVE TO THE DIFFERENT TYPES OF PARTICIPANTS**. Factors to be considered include participants' age, education level, race, ethnicity, age, gender, income class, and geographic location. Also important are the human rights concerns participants and their community consider important.

4) Help participants to feel **PART OF SOMETHING LARGER** than the workshop itself and to appreciate that human rights education efforts are being undertaken by people all over the nation and world.

5) Encourage participants to **ARTICULATE WHAT THEY HAVE LEARNED**.

6) Provide participants with some kind of **FOLLOW-UP SUPPORT** as they begin to introduce human rights into their work.

Workshop Activities

1) Involve participants in a **WARM-UP ACTIVITY**. Select the activity based on a particular workshop goal: a) introducing each other, b) presenting a core theme, c) sharpening understanding of concept of human rights, d) creating rapport and climate for co-operation and sharing, e) identifying how a human rights perspective can be applied to participants work.

2) Involve participants in a variety of **ACTIVITIES** during the course of the workshop. Participants need actually to do activities and not just talk about how to do them with others. Especially when training educators, provide adequate time to discuss an activity after its completion: its purpose, its value, its adaptability to different groups and settings, and how it might have been done differently.

   Select activities that include different learning styles (e.g., reading, discussion, problem solving, acting, artistic expression, listening, viewing, and physical movement).

3) Involve participants in an **ACTIVITY THAT DIRECTLY RELATES TO THEIR WORK**. This might –
   a) help participants recognize that they probably are already engaged in some human rights education
   b) provide participants with an opportunity to indicate what they have been doing in the area of human rights
   c) enable participants to identify human rights issues of particular importance to them which have not yet found a place in their work
   d) help participants identify places in their existing work where human rights activities and themes might be integrated
   e) help participants identify strategies likely to be successful in overcoming obstacles to the implementation of human rights education. Encourage them to identify potential obstacles, allies, and networks of support

Source: Nancy Flowers and David Shiman, Human Rights Educators' Network, Amnesty International USA.

> *I can't respect the teacher who doesn't dream of a certain kind of society that he would like to live in, and would like the new generation to live in. [Educators should pursue] a dream of a society less ugly than those we have today.*
>
> Paulo Freire

PART III:

Activities

INTRODUCING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

> *This Universal Declaration of Human Rights [is] a common standard of achievement for all peoples and all nations…*
>
> Preamble
> Universal Declaration of Human Rights

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> *Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world...*
>
> *THE GENERAL ASSEMBLY*
>
> *Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations....*
>
> Preamble
> Universal Declaration of Human Rights
> 1948

INTRODUCTION TO PART III

ACTIVITIES FOR INTRODUCING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Part III, "Activities for Introducing the Universal Declaration of Human Rights," provides a sampler of approaches to this foundation document of human rights for a variety of ages (preschool through adult) and subject areas (e.g., literature, history, current events, and science and technology). The activities offer many ways of learning (e.g., critical thinking, artistic expression, story telling, role playing, cooperative research, and small group work and discussion). Many activities conclude with suggestions for developing the activity further.

Most activities in Part III lead directly to opportunities to develop human rights skills such as analysis of experience from a human rights perspective and taking responsible action to promote and defend human rights. When confronted with injustice and oppression, people often feel powerless and overwhelmed. Opportunities for even a simple action like signing a petition can be empowering, and every human rights activity like these in Part III should include some action opportunity. On the other hand, because people will always differ about how much action they feel comfortable taking, a choice of several actions should be made available, and no one should ever feel any pressure to take action at all. Discussion and ideas for following up on these activities with action are found in Part IV, *Taking Action for Human Rights*.

Annotated bibliographical information on the rich variety of sources that inspired these activities as well as all documents referred to in the text are found in Part V, *Appendices*.

ACTIVITY 1

HUMAN BEINGS / HUMAN RIGHTS

OVERVIEW

Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs.

Time:	1 hour or 3 separate 20-minute activities
Materials:	Blackboard or chart paper, chalk or markers Optional: Copies of Part I, *A Short History of Human Rights.*
Setting:	Preschool - Adult groups
Links:	Fits well with Activity 10, *Windows and Mirrors.* Introduces the more technical Activity 5, *A New Planet.* See Part IV, *Taking Action for Human Rights,* for action ideas.

PROCEDURE

PART A: What Does It Mean to Be Human? (20 minutes)

1. Write the words "HUMAN" and "RIGHTS" at the top of chart paper or a blackboard. Below the word "human" draw a circle or the outline of a human being. Ask participants to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

2. Next ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family." *(Note: Save this list for use in Part B)*

3. Discuss:
   - What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
   - Based on this list, what do people need to live in dignity?
   - Are all human beings essentially equal? What is the value of human differences?
   - Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
   - What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
   - What would happen if you had to give up one of these human necessities?

4. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

   Read these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

   > *...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world...*
   >
   > Preamble
   > Universal Declaration of Human Rights

   > *All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.*
   >
   > Article 1
   > Universal Declaration of Human Rights

PART B: What Is a Right? (20 minutes)

1. Brainstorm for the many meanings "right" can have (e.g., "correct," "opposite of left," "just.") Consider common expressions like "We're within our rights" or "You have no right to say that." Record these different meanings on the board. What is the meaning of "right" when we speak of a human right?

2. In small groups or all together, brainstorm a definition for human rights and write these possibilities on the board. Try to evolve a definition that everyone can agree upon and write it on a chart sheet by itself.

3. Write on the board this definition of human rights:

   Human rights belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent.

   - What is meant by *universality*? By *inalienable*? By *indivisible*? By *interdependent*? Ask participants to look up these terms in a dictionary or in *A Human Rights Glossary*, Part V, "Appendices," and explain their meaning to the group.

4. Look back at the list of qualities that define a human generated in Part A.

5. Write "SURVIVAL/SUBSISTENCE," "HUMAN DIGNITY," and "CONVENIENCES AND LUXURIES" on another chart or blackboard. Discuss the meaning of these terms.

Consider the chart made in Part A. Place each item listed as necessary to fully develop human qualities under one of these headings. For example, is education necessary to survival? To human dignity? Is education a convenience or a luxury?

6. Discuss:
   - Should human rights address only what a human being needs to survive? Why or why not?
   - Should human rights also protect those things you classified under "conveniences and luxuries"? Why or why not?
   - Some people in the world have only what is necessary to survive while others have luxury and convenience. Is this situation just? Is it a human rights violation?
   - Can something be done to equalize the enjoyment of human dignity? Should something be done? If so, how? And by whom?

PART C: What Is a Universal Right? (20 minutes)

1. Read the comments of Eleanor Roosevelt, Chair of the UN commission that drafted the UDHR, on the importance of universal human rights standards:

> *Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.*
>
> Eleanor Roosevelt
> *The Great Question*, 1958

2. Discuss this passage:
   - What do you think Eleanor Roosevelt means by "universal rights"?
   - Some people feel that universal values or standards of behavior are impossible. What do you think?
   - Why do you think the UN chose the word ***universal*** instead of the word ***international*** when naming the UDHR?
   - Paraphrase the final sentence of the quotation. What does it say about individual responsibility for human rights? What do you think Eleanor Roosevelt means by "concerned citizen action to uphold" rights close to home?

GOING FURTHER

1. Introduce the UDHR, explaining that this document was intended to offer all people in all situations the equal justice, opportunity, and dignity of which Eleanor Roosevelt spoke. Then give a brief history of the UDHR. See Part I, *A Short History of Human Rights* for background information or use this as a reading.
2. Introduce the concepts of *moral, legal,* and *natural rights.* See Part V, *A Human Rights Glossary.* Are human rights necessarily legal rights?
3. Pose the question "What does it mean to be alive?"
   - When does life begin? When does life end?
   - Should the right to be living ever be taken away by the state?
   - Is the right to live a human right?
   - When do human rights begin and end?
4. Discuss the relationship between human dignity, human rights, and the concept of "humane treatment."

ADAPTATION

For younger children –

1. Ask children sitting in a circle to think of a quality about themselves that they consider a good quality. Using a talking stick or simply speaking in turns, ask each to describe that quality briefly.
   - Note that everyone has good qualities.
   - If children have difficulty generating qualities about themselves, ask "What are some qualities we admire in people?" and write a list of responses on the board. Have each child pick one that is true for her or him.
2. Ask some of these questions:
   - Do you respect in others the quality you like about yourself?
   - Do you respect good qualities in others that you do not have?
   - Do all human beings deserve respect? Why?
   - How do you show respect for others?
3. Ask children if they can remember a time when they felt hurt because someone did not respect them.
   - Did someone say something insulting or hurtful to you?
   - Why do people sometimes say bad things to each other?

- What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you?

4. Ask the group how human beings differ from other living creatures. Emphasize that human beings communicate with words, not just sounds, and that they decide many things about their lives.
   - Use the outline in Part A.
5. Ask "What does it mean if we say that all human beings deserve respect because they all have human dignity?"
6. Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights.
   - Read the quotations given in Part A, Step 4.
7. Ask children to think of one example of how life in their community could be more peaceful if people showed greater respect for each other.
8. Have children work in pairs or alone to illustrate one way they could show respect to someone. Share these ideas with the rest of the class.

Sources: Adapted from *The Bells of Freedom* (Addis Ababa, Ethiopia: Action Professionals Association for the People, 1996) 15-17; Ralph Pettman, *(Teaching for Human Rights: Pre-School and Grades 5-10)* 30; Betty Reardon, *Educating for Human Dignity* (Philadelphia: Pennsylvania Studies in Human Rights, University of Pennsylvania Press, 1995) 25-28; Felice Yeban, ed., *Human Rights Education Pack* (Bangkok: Asian Resource Center for Human Rights, (1995) 67-68.

ACTIVITY 2

A HUMAN RIGHTS TREE

OVERVIEW

Participants work cooperatively to create an image that helps to define human rights and human needs.

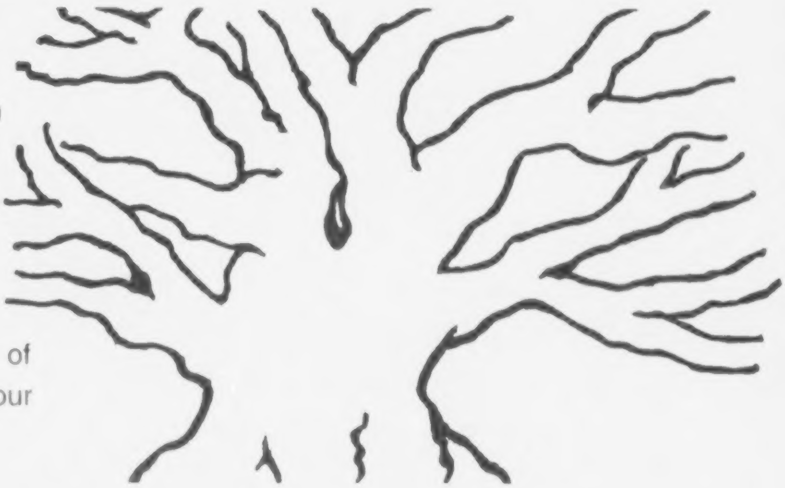
Time:	30+ minutes
Materials:	Art supplies, chart paper
Setting:	Elementary school – Adult groups
Links:	A good follow-up or alternative to Activity 1, *Human Beings/Human Rights*

PROCEDURE

1. Ask participants, working in small groups, to draw a tree on large chart paper.
   - Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.
   - A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.
2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

GOING FURTHER

1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item.
2. Display these trees in the classroom or in public places.
3. Identify rights concerns that are of particular concern to you and your community.



Source: Amnesty International-Austria

ACTIVITY 3

NEEDS AND WANTS

OVERVIEW

Participants make cards illustrating things they think they need and want to be healthy and happy. Groups then sort these cards into "wants" and "needs." The whole group discusses what it means when people's basic needs are not met and the relation of basic human needs to human rights.

Time:	30-60 minutes
Materials:	3"x5" cards, old magazines, glue, scissors, art supplies
Setting:	Preschool - Middle school
Links:	Fits well with Activity 1, *Human Beings/Human Rights*

PROCEDURE

1. Ask participants, working in pairs or small groups, to create 10-20 cards that illustrate the things they think children need and want to be healthy and happy. They may draw these things on the cards or cut out and paste on pictures from magazines.
2. Each pair or group exchanges cards with another. The group then sorts out the new cards into categories:
   - Which things are NEEDS (e.g., essentials for survival, such as food, health care, shelter)?
   - Which things are WANTS but not NEEDS (e.g., desirable but not necessary for survival, such as toys, education, or voting rights)?
   - Which things are neither?
3. The groups who exchanged cards join together and compare their cards. They then try to reach agreement on categories for all the cards. When they have done so, discuss:
   - Which pile of cards is bigger? Why?
   - If you had to move two cards from the NEEDS pile to the WANTS pile, which two would you choose? How would your life be affected by this change (e.g., if something you feel you really need were no longer available to you?).

4. Ask whole class to combine their cards. Attach them to the wall or blackboard to complete a class list. Discuss:
   - Are all human needs included in the NEEDS list? Are there other needs that should be added to the list?
   - Are all the wants included? Can the class think of others?
5. Discuss:
   - Is it easy to differentiate between wants and needs?
   - What happens to someone when his or her wants are not fulfilled?
   - What happens to someone when his or her basic needs are not met?
   - What happens to a community when many people's basic needs are not met?
   - Are there people who don't have their basic needs met in the world? In the USA? In your community? In your school?
   - Are there some kinds of people who often don't get their basic needs met?
   - Should these needs be met? Why?
   - Should some people have their wants satisfied when others don't have their needs met?
   - What can be done to meet people's basic needs?
   - Whose responsibility is it to meet people's basic needs?
   - What actions can you take to help meet the basic needs of others in your community?

GOING FURTHER

1. Discuss:
   - Are there such things as basic human needs common to everyone everywhere in the world?
   - Are these needs always met?
   - What influences our wants?
   - How are wants influenced by age? Gender? Class? Culture? Ethnicity?
   - What is the relationship of human needs to human rights? (See Activity 1, *Human Beings/Human Rights*)

ADAPTATIONS

1. **Follow up –** Keep the cards and reuse them in another subject area. For example, apply the needs and wants categories to a mathematics, current events, or a foreign language lesson.
2. **For younger children** – Younger children may benefit from seeing concrete examples of children in order to imagine what a specific child's wants and needs might be. Have children look through magazines or pictures and choose a specific child to be an "imaginary friend." Children could imagine characteristics of this friend (e.g., name, age, toys, pleasures, etc.). Children could cut out this picture, mount it on paper, and introduce their new friend. This step might be done before Step 1 in the procedure section.
3. **A Geography Activity** – If the class is learning about a different locality in geography, they could explore needs and wants of people living in a different environment, especially considering the effects of climate, landscape, and rural or urban setting. They might reconsider the cards they made: what pictures might be changed? What categories?
4. **A Literature Activity** – Have students make their piles based on the needs and wants of characters in a short story or novel they are reading.

Source: Adapted from Margot Brown, *Our World, Our Rights*, 23-26.

> *Equality is the result of human organization.*
> *We were not born equal.*
>
> Hannah Arendt

ACTIVITY 4

HUMAN RIGHTS SQUARES

OVERVIEW

This activity reveals what participants already know about human rights and the issues that are of concern to them. It also stimulates discussion about the Universal Declaration of Human Rights (UDHR) and categories of rights.

Time:	15+ minutes
Materials:	Copy of Handout 1, *Human Rights Squares* Copy of the Universal Declaration of Human Rights
Setting:	Elementary school - Adult groups

PROCEDURE

1. Give everyone a copy of Handout 1, *Human Rights Squares*. Everyone tries to get an answer and a signature from a different person for each square. Stop after five minutes.
2. Debrief the game:
   - Which were the easiest squares to find answers for? The most difficult? Why?
   - Which squares had global answers? US answers? Local or community answers?
3. Discuss:
   - Can you match any of these squares to articles of the UDHR?
   - Which of the squares are related to civil and political rights? To social, economic, and cultural rights?
   - What additional squares might you create for this game?

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, University of Denver, 1993) 2-3.

ACTIVITY 4: HANDOUT 1

HUMAN RIGHTS SQUARES

Instructions: Using members of the group as sources of information, get an answer for as many squares as you can and write it in the square. Each answer should come from a different person, who must initial that square for you. Stop when time is called.

A human right	Country where human rights are violated	Document that proclaims human rights	Group in your country that wants to deny rights to others	Country where people are denied rights because of their race or ethnicity
Organization which fights for human rights	Film/Video that is about rights	Singer who sings about rights	Right your parents have/had that you do not	Country where human rights situation has improved recently
Type of human rights violation that most disturbs you	Book about rights	Right sometimes denied to women	Right all children should have	Country where people are denied rights because of their religion
Human right not yet achieved by everyone in this country	People denied right to establish their own nation or homeland	Human right being achieved around the world	Right of yours that is respected	Someone who is a defender of human rights

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publication, U of Denver, 1993) 2-3.

ACTIVITY 5

A NEW PLANET

OVERVIEW

This activity starts with participants' personal ideas about rights as expressed in an imaginary bill of rights. They then find correspondences between their ideas and specific articles of the Universal Declaration of Human Rights (UDHR).

Time:	1 hour
Materials:	Blackboard and chalk Chart paper and marking pens for each group Copies of the UDHR, complete or simplified version
Setting:	Middle school - Adult groups
Links:	Fits well with Activity 6, *Human Rights in the News.* See Part IV, *Taking Action for Human Rights,* for action ideas.

PROCEDURE

PART A: Human Rights for a New Planet

1. Read the following scenario:

   A small new planet has been discovered that has everything needed to sustain human life. No one has ever lived there. There are no laws, no rules, and no history. You will all be settlers here and in preparation your group has been appointed to draw up the bill of rights for this all-new planet. You do not know what position you will have in this country.

2. Instruct participants, working in small groups, to do the following:
   a. Give this new planet a name.
   b. Decide on ten rights that the whole group can agree upon and list them on the blackboard or chart paper.

3. Each group presents its list to the class. As they do so, make a "master list" that includes all the rights the groups mention, combining similar rights.

4. When all the groups have reported their lists, examine the master list:
   - Do some of the rights overlap? Can they be combined?
   - Is any right listed on only one list? Should it be included or eliminated?

5. Discussion questions:
   - Did your ideas about which rights were most important change during the activity?
   - How would life be on this planet if some of these rights were excluded?
   - Are there any rights you would still like to add to the final list?
   - Why is making a list like this useful?

PART B: Linking Rights to the UDHR

1. When the master list is complete, participants return to their small group and try to match the rights listed with articles of the UDHR. Some rights may include several articles. Others may not be in the UDHR at all. **Alternative:** To save time, assign each group specific rights from the master list to investigate.
2. As a group finishes, ask a representative to write down the numbers of the articles they have identified next to the right on the master list. You may need to add an extra chart sheet next to the master list.
3. Review each right on the list.
   - As participants identify a right with a particular UDHR article, ask that they read the simplified version of the article aloud.
   - Resolve any contradictions about which right matches which article.
4. Discuss
   - Were some of the rights on the list not included in the UDHR? How can you explain this omission?
   - Were some rights in the UDHR not included on the group's list? How can you explain this omission?

GOING FURTHER

1. **Personal Preferences** – At this point, especially if a natural break occurs, ask participants to mark on the list the three rights that mean the most to them personally. The facilitator can then tally up the marks to see how many each right received. When the group continues, remind participants about the interdependency and indivisibility of rights. See Part V, *Appendices*.

   Discuss:
   - Why do you think certain rights received so many marks from this group?
   - Are there special circumstances in this community or country that make some rights more important than others?

2. **Categories of Rights** – Explain the distinction between civil/political rights and social/economic/cultural rights. See Part V, *A Human Rights Glossary*, for definitions. Ask participants to determine which rights on their list are civil and political and which are social, economic, and cultural. Did any one kind of right predominate? Why?

ADAPTATIONS

1. **A New School** – This activity can be adapted to imagine the creation of a totally new school. This version could lead into an examination of the human rights climate of the current school and the creation of a list of "school rights," which would improve the school or classroom environment. These might be written as both rights and responsibilities (e.g., "Everyone has the right to be treated with respect" and "Everyone has the responsibility to treat others with respect"). This analysis of school problems could lead directly to action projects. See Part IV, *Taking Action for Human Rights*.
2. **What If?** – To emphasize the universal application of rights, the activity might be varied by assigning some groups specific roles in the society on the new planet (e.g., you are disabled, a member of an ethnic minority, a millionaire) while other groups have no roles. Did having a particular position in society influence ideas about necessary rights? These differences could also be included through discussion or having each participant draw a role, for example, "What if on the new planet you were a disabled person? Would this fact affect your ideas about necessary rights?".

Sources: Adapted from *First Steps*, 96-98; Edward O'Brien et al., *Human Rights for All*, (St. Paul, MN: West, 1996).

> *The immediate task of human rights teaching and research should be to prevent or substantially decrease human rights violations by discovering and applying inexpensive, practical, and effective methods of awakening in individuals, groups, peoples, and governments an awareness of the meaning, content, and value of human rights; how human rights are violated; how violations may be prevented or redressed; how human rights might be enhanced; and the will to respect and vindicate human rights. In short, to internalize reverence for human rights.*
>
> Dr. José W. Diokno, Chairman
> Philippine Presidential Committee on Human Rights

ACTIVITY 6

HUMAN RIGHTS IN THE NEWS

OVERVIEW

This activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed.

Time:	30-45 minutes
Materials:	Newspaper pages, chart paper, tape or glue, scissors Copies of the Universal Declaration of Human Rights (UDHR)
Setting:	Middle school - Adult groups
Links:	An excellent follow-up to Activity 5, *A New Planet.* Combines well with Activity 9, *Human Rights Around the World and at Home.*

PROCEDURE

1. Divide participants into small groups. Each group receives a newspaper or pages from a newspaper, scissors, tape or glue, and a sheet of chart paper.
2. Each group will construct a poster using items from the newspaper grouped under these categories:
   a. rights being practiced or enjoyed
   b. rights being denied
   c. rights being protected
   d. rights in conflict

Encourage participants to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of social events may illustrate cultural rights, and personal columns can reflect many rights in practice).

3. Once participants have found stories for each category, they should select one story from each category to analyze:
   a. What specific rights were involved in the story? List them beside the article.
   b. Find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Alternative: All groups contribute to four separate posters, combining the articles they have found to make class posters.

4. Ask a spokesperson from each group to summarize the group's selections.
5. Choose one or two stories from each group's poster and ask the group to explain their analysis of the story in terms of the UDHR:
   - What specific rights were involved in several stories?
   - What articles of the UDHR were involved?
   - Were more stories concerned with political and civil rights or social, economic, and cultural rights? See Part V, *A Human Rights Glossary*, for definitions. Why do you think one kind of right appeared more often?
6. Discuss:
   - What categories of rights stories were easiest to find? Hardest? Why?
   - Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this?
   - How many articles explicitly mentioned human rights? How many concerned human rights issues but did not use those words? Why do you think human rights were not mentioned?
   - Based on these news stories, what seems to be the state of human rights in the world today? In the USA? In your community?
   - What are some positive initiatives and actions for the protection and fulfillment of human rights indicated by the stories? Who is taking these actions?

GOING FURTHER

1. **Keep Searching** – Leave the posters hanging for an extended time, during which participants continue to add clippings. Reassess the posters and the concluding discussion.
2. **Compare Media Coverage** – Ask participants to compare coverage of the same human rights stories in different newspapers and/or different media (e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event? Did any version of the story explicitly mention human rights?
3. **Survey Television Coverage** – Ask participants to watch a news program on TV and write down the topics covered and the amount of time given to each human rights topic.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA.

ACTIVITY 7

MAPPING HUMAN RIGHTS IN OUR COMMUNITY

OVERVIEW

Participants work cooperatively to create a map of their community and identify the rights associated with each major institution.

Time:	1 hour (but could extend over several days)
Materials:	Art supplies, chart paper Copies of the Universal Declaration of Human Rights (UDHR)
Setting:	Elementary school - Adult groups

PROCEDURE

1. Divide participants into small groups and ask them to draw a map of their town (or neighborhood in the case of larger communities). They should include their homes, major public buildings (e.g., parks, post office, city hall, schools, places of worship) and public services (e.g., hospitals, fire department, police station) and any other places that are important to the community (e.g., grocery stores, cemetery, cinemas, gas stations).

2. When the maps are complete, ask participants to analyze their maps from a human rights perspective. What human rights do they associate with different places on their maps? For example, a place of worship with freedom of thought, conscience, and religion; the school with the right to education; the post office with the right to information, to privacy, and to self-expression. As they identify these rights, they should look up the relevant article(s) in the UDHR and write the article number(s) next to that place on the map.

3 Ask each group to present its map to the whole group and summarize its analysis of human rights exercised in the community.
   - Did any parts of your map have a high concentration of rights? How do you explain this?
   - Did any parts have few or no rights associations? How do you explain this?
   - Are there any articles of the UDHR that seem to be especially exercised in this community? How can this be explained?
   - Are there any articles of the UDHR that no group included on their map? How can this be explained?

- Which of the rights identified are civil and political rights? Which are social, economic, and cultural rights? See Part V, *A Human Rights Glossary*. Did one kind of right predominate on the map? Did one kind of right predominate in certain areas (e.g., more civil and political rights associated with the court house, city hall, or police station)?
- After discussion can anyone see new ways to add rights to their map, especially those that were not included in the first version?

4. Discuss:
   - Are there any places in this community where people's rights are violated?
   - Are there any people in this community whose rights are violated?
   - What happens in this community when someone's human rights are violated?
   - Are there any places in this community where people take action to protect human rights or prevent violations from occurring?

ADAPTATIONS

1. **For Young Children** –
   a. Create a three-dimensional map.
   b. Combine this activity with a walk around the neighborhood to observe rights in action.
   c. Focus just on the school or the home.
   d. Divide into small groups and give each group separate parts of one common map to analyze for human rights.
2. **Extending the Activity** – Each step of the activity might be done on different days, allowing participants time to reconsider the layout and make-up of the neighborhood and the rights associated with each component.
3. **Guest Speaker** – The discussion in Step 4 provides an excellent opportunity to invite a lawyer or human rights advocate to speak to the group.
4. **Focus on Children's Rights** – The Convention on the Rights of the Child (CRC) might be substituted for the UDHR, especially for school use. A representative of the child-protection service or a children's advocacy group could be invited to speak to the class.
5. **A Math or Geography Activity** – This lesson could be developed as a math activity, drawing the area to scale. It could also serve as a geography activity, including topography, directions, and special relationships.

Source: Adapted from a demonstration by Anette Faye Jacobsen, Danish Centre for Human Rights.

ACTIVITY 8

COMPARING RIGHTS DOCUMENTS

OVERVIEW

This activity asks participants to compare rights proclaimed in the Universal Declaration of Human Rights (UDHR) with those present in the US Bill of Rights and Amendments. It challenges them to explore reasons for the presence or absence of certain rights and to reflect on the role of government in guaranteeing rights. (Note: Some prior knowledge of the UDHR and Bill of Rights is needed).

Time:	45-90 minutes
Materials:	Handout 1, *Comparing Rights Documents.* Copies of UDHR and US Bill of Rights and Amendments (See Part V, *Appendices*)
Setting:	Secondary school - Adult groups
Links:	Activity 5, *A New Planet* offers good preparation. Part I, *A Short History of Human Rights*, provides background reading.

PROCEDURE

1. Ask participants to complete Handout 1, *Comparing Rights Documents.* Have participants refer to the UDHR and to the US Bill of Rights and Amendments to check their answers.

2. Discuss:
   - What did you discover that was a surprise to you?
   - Which rights asserted in the UDHR or US Bill of Rights and Amendments do you believe should or should not be universal? Give reasons.
   - Do you think the Bill of Rights and Amendments cover more issues than the UDHR? Why or why not?
   - Did the writers of the Bill of Rights and the writers of the UDHR have different conceptions of what "rights" means? If so, how did their understandings of "rights" differ?
   - Do US citizens have any rights besides those included in the Bill of Rights and Amendments, Constitution, and other US law? Explain.

- Should the Bill of Rights and Amendments be more inclusive? Why or why not? What rights, if any, would you add? For example, should Americans be guaranteed the right to food, shelter, education, and health?
- How do you explain why some social, economic, and cultural rights found in the UDHR are not guaranteed by the American documents?
- In your opinion, what should be the limits and responsibilities of government in guaranteeing their citizens certain rights? For example, is hunger or homelessness a government's responsibility?

Source: Adapted from David Shiman, *Teaching Human Rights*, (Denver: Center for Teaching International Relations Publications, University of Denver, 1993) 4-16.

Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary.

Reinhold Niebur

ACTIVITY 8: HANDOUT 1

COMPARING RIGHTS DOCUMENTS

Directions: For each right listed below, indicate with a check in the appropriate box whether it is included in the Universal Declaration of Human Rights (Column #1) and the US Bill of Rights and Amendments (Column #2). Also indicate whether you think this right should be guaranteed by all governments (Column #3).

RIGHT	**1 Included in UDHR**	**2 Included in US Bill of Rights and Amendments**	**3 Should be Guaranteed by All Governments**
1. Free choice of employment			
2. Free press			
3. Free choice of spouse			
4. Adequate shelter			
5. Earn as much as one wants			
6. Trial by jury			
7. Free choice of number of children			
8. Freedom from torture and inhumane treatment			
9. Freedom of religion			
10. Right to own property			
11. Right to travel freely			
12. Right to an education			
13. Right to own arms			
14. Adequate food			
15. Adequate health care			
16. Right to clean air and water			

ACTIVITY 9

HUMAN RIGHTS
AROUND THE WORLD AND AT HOME

OVERVIEW

Participants match examples of human rights affirmations and abuses in selected countries with articles of the Universal Declaration of Human Rights (UDHR).

Time:	60-90 minutes
Materials:	Copies of the UDHR and Handout 1, *Rights Around the World*
Setting:	Middle school - Adult groups
Links:	Combines well with Activity 6, *Human Rights in the News.* See Part IV, *Taking Action for Human Rights* for action ideas.

PROCEDURE

PART A: Identifying Rights Issues Around the World

1. Divide participants into small "research groups" and give each member a copy of the UDHR and Handout 1, *Rights Around the World.*
2. Assign each research group a different set of 3-6 statements from Handout 1, *Rights Around the World.* They have 15-20 minutes to find 2 or more articles from the UDHR that apply to each sentence. For example, Statement 12 "Government troops kill advocates for democracy in China during a peaceful demonstration" represents an abuse of Article 3 (right to life) and an affirmation of Article 20 (freedom to assemble). A guided example may be helpful to start the process.
3. Regroup participants: if there are 4 in a group, assign each a number from 1 to 4. Then all the "one's" form a group, all the "two's," etc.
4. Ask the participants in the new group to report to each other on their research group's findings, so that each statement on the handout is covered. Discuss selected statements that they find especially important or interesting.

PART B: Identifying Rights Issues at Home

5. Have participants generate a similar list of 10 affirmations and 10 abuses that are specific to their own country and community.
6. Ask participants to return to their original research groups. As in Step 2, participants match the new list of statements with articles of the UDHR.
7. As a whole group, identify those affirmations and abuses that particularly touch their lives.
    - Why are these particular statements especially meaningful?
    - Are there individuals and groups working to promote and defend the rights people now have?
    - Are there groups working in the USA and/or their community to correct human rights abuses?
    - Are there actions that participants themselves might want to take? If appropriate, begin developing an action plan.

Source: Patrick Manson, Human Rights Educators' Network, Amnesty International USA.

> *I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.*
>
> Thomas Jefferson
> Letter to William Charles Jarvis
> September 28, 1820

ACTIVITY 9: HANDOUT 1

RIGHTS AROUND THE WORLD

1. A person in South Africa registers to vote.
2. The Chinese government punishes a couple for having a second child.
3. The government of Turkey burns down villages of Kurds – an ethnic minority of southeast Turkey – and forces them to move to new towns.
4. A Brazilian child is denied a school education because the family can't afford to pay for books.
5. The Burmese military overthrows a democratically elected government.
6. A criminal in El Salvador is held in jail for months without being charged with any crime.
7. A fourteen-year-old girl in Burma is sold by her impoverished family to a house of prostitution where she must work until she earns enough to repay the money given her parents.
8. Garment workers in Sri Lanka are forced to work long hours in poorly lit shops and to wait months to be paid.
9. A Native American asserts her right to collect eagle feathers for a religious ceremony.
10. People fleeing armed violence in Haiti are refused admission to the US as refugees.
11. A man with a disability is sentenced to death in the US for a crime he committed when he was 14.
12. The government kills advocates for democracy in China during a peaceful demonstration.
13. Women in Afghanistan are not allowed to attend school or hold jobs.
14. During World War II, Japanese-Americans are forced from their homes and held in concentration camps in the US.
15. Students in Germany read in the newspaper about politics in their country and human rights in other countries.
16. During elections the government of Croatia allows only government candidates to appear prominently in the state-run media.
17. Activists in Guatemala start a cooperative to provide food and education for homeless children.

18. Children in Pakistan are forced to work in carpet factories for little pay and long hours; they cannot go to school.
19. The city council removes books from the public library that it considers immoral or unpatriotic.
20. Native peoples of Nicaragua establish a university to maintain their cultural traditions and better the education of their people.
21. Parents in the area of Chernobyl, whose children have birth defects resulting from a nuclear accident, demand information from the Russian government.
22. Students in Europe and North America boycott soccer balls made by child laborers and write letters to Pakistan and India to end this abuse.
23. Native Americans are forced to attend boarding schools where they are forbidden to speak their tribal languages.
24. Workers in Poland demand the right to form a union.
25. A terrorist from Ireland bombs a public restaurant in England.
26. Ethnic Ogoni people in Nigeria protest the mining of oil in their traditional homeland.
27. A woman in Iran is beaten for not covering her face in public, an illegal act.
28. Australian aborigines regain land taken by the government and are allowed to make official their names for traditional landmarks.
29. Palestinians demonstrate for statehood.
30. A teacher insults a student for answering a question incorrectly.
31. In Saudi Arabia the hand of a thief is cut off, a punishment endorsed by religious teachings.
32. Students in the Philippines form clubs to debate current political policies.

Source: Patrick Manson, Human Rights Educators' Network, Amnesty International USA.

IN UNITY
IS STRENGTH

ACTIVITY 10

WINDOWS AND MIRRORS

EXAMINING PICTURES THROUGH A HUMAN RIGHTS LENS

OVERVIEW

Using photographs of people from a variety of cultures, this activity raises questions about universality, diversity, and human dignity.

Time:	30 minutes to 1 hour
Materials:	Copies of the Universal Declaration of Human Rights (UDHR) or the simplified version; A collection of pictures showing people of many different cultures, ages, and backgrounds. Especially recommended are Amnesty International calendars and UDHR 50th anniversary poster set.*
Setting:	All ages.
Links:	An effective follow-up to Activity 1, *Human Beings/Human Rights.*

PROCEDURE

PART A: Considering a Picture

1. Individually, in pairs or small groups, choose a picture from the selection. Study the picture and discuss some of the following questions.
2. Questions about Universality:
   - Why did you choose this picture? Why do you think the photographer chose this subject?
   - What do you find in the picture that serves as a **mirror** of your own life, reflecting something familiar that you can easily recognize?
   - What do you find in the picture that serves as a **window** onto another culture or way of living, something that is strange and unfamiliar to you?
   - What do you think is going on here (e.g., is it a working environment? a religious setting?).
   - How is the person(s) feeling?
   - In what ways do you think the person(s) in the picture lives a very different life from you? Has different values? needs? hopes? expectations of life?

- In what ways do you think the person(s) in the picture is like you? Shares similar values? hopes? needs? expectations?
- Is this a complete picture of the way the person lives? What might be missing?
- Is there any evidence of victimization in this picture? Of privilege? Of discrimination or privilege based on class? gender? ethnicity?
- What human rights do you think are most important to the person(s) in the picture? Do you think different rights are most important to you?
- Are human rights really universal? Do you think the person(s) in the picture wants the same human rights as you do? Do you think the person(s) enjoys the same human rights as you? Why or why not?

3. Questions about the Universal Declaration of Human Rights:
   - Make a list of all the human rights you can-associate with your picture(s). Include both rights being exercised and rights denied or violated.
   - Match the rights you have listed with specific articles of the UDHR. Write the number of the articles on your list. Alternative: Write out the article(s) illustrated by the picture and display it with the picture.
   - Are most of the rights you have identified civil and political rights or social, economic, and cultural rights? See Part V, *A Human Rights Glossary*. Mark each as "Civil/Political" or "C/P" and "Social/Economic/Cultural" or "S/E/C."
   - Show your picture(s) to the whole group and explain the rights you have identified. Ask for suggestions of other rights participants may observe in the picture(s).
   - After everyone has shown their pictures, look through the UDHR and consider what articles have not been identified in any pictures. Are some articles more difficult to "see" in pictures? In real life?

4. Questions about Human Dignity:
   - Does this picture express human dignity? How? Does anything in the picture seem to detract from the human dignity of the people in it? How?
   - How would this photograph be different if it were made a century ago? A hundred years from now? Do you think that our ideas about human dignity are changing? If yes, what do you think has brought about this change? Can you relate that change to our understanding of human rights?
   - Does the picture encourage an appreciation of human dignity? What does human dignity have to do with human rights?
   - Why do you think the photographer chose this subject? Why do artists so often choose the human condition as the subject of their work?

PART B: Grouping the Pictures

1. Place all the pictures together on the floor or the wall and consider them as a group.
   - What common features do all these pictures share?
   - What do these pictures say about what it is to be human?
   - If all of these pictures were taken in the same society, what conclusions could you draw about the society? Would you say it was a community where people had their human rights?
   - How would these photographs be different if conditions changed: (e.g., a civil war? discovery of oil in the region? achievement of equality for women? strictly enforced child labor laws? or compulsory primary education? A livable minimum wage? a viral epidemic for which no vaccine is available?).
   - Based on this collection of pictures, what statements can you make about human dignity? About human rights?
2. Try to group certain pictures together into categories. These might be based on the content, tone, or human rights involved.

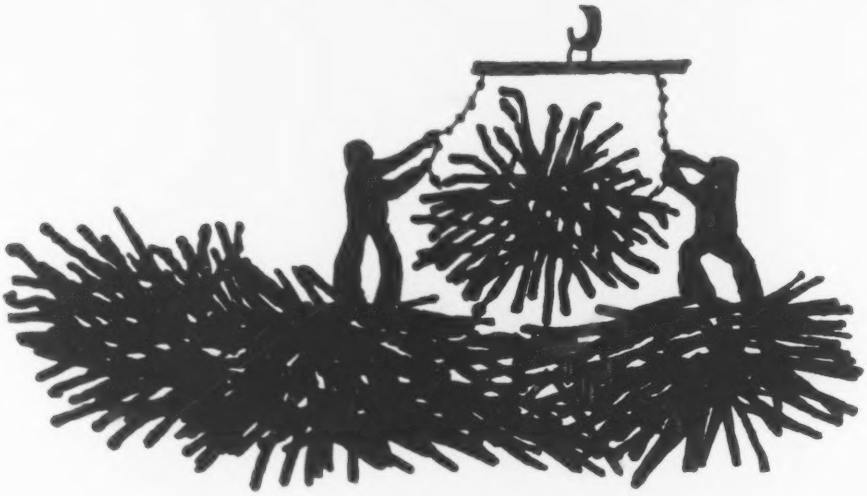
GOING FURTHER

1. **A Dialogue** – Write a dialogue between the persons in the picture or between a person in the picture and you.
2. **A Cartoon** – Draw a cartoon depicting a story about the people in this picture.
3. **Research** – If possible, find out where the picture was taken. Find out about that country or its culture, including its human rights situation.**
4. **Create** – Write a poem or story or create an artistic expression that captures an idea or feeling raised by this photograph.

ADAPTATION

1. **For Young Children** –
   - Why did you choose this picture?
   - What do you see that is like your own life, something familiar that you can easily recognize?
   - What do you see that is unfamiliar and different from your own life? Is there anything in the picture that you don't recognize or understand?
   - In what part of the world do you think this picture was taken?
   - How do you think this person is like you? In what ways is the person not like you?

- What do you think the person(s) in this picture is doing?
- Make up a story about the person(s) in this picture.
- How do you think the person(s) in this picture feels?
- What will the person in this picture do tonight? Tomorrow morning? What will he or she do that you do also? What do you think he or she will do differently or not at all?
- What do you think this person enjoys doing?
- What do you think this person will be like in a few years?
- What do you think this person would like to tell you? To ask you? What would you like to tell or ask this person?
- Draw a picture that illustrates one of the questions above.
- Try to copy the picture, matching colors and shapes as closely as possible.



*Calendars, posters, videos, and other resource materials are available from these sources:

a. Publications Office, Amnesty International USA, 322 8th Avenue,
New York, NY 10001. Tel: 212-807-8400.

b. Human Rights USA Resource Center, 229 19th Avenue South,
Suite 439, Minneapolis, MN 55455. Tel: 1-888-HREDUC8.

** The Amnesty Interactive CD-ROM and Amnesty International's annual reports also provide excellent information.

Source: Human Rights Educators' Network, Amnesty International USA; adapted in part from Emily Style, National Seed Project.

ACTIVITY 11

GIVING HUMAN RIGHTS A HUMAN FACE

OVERVIEW

Participants produce a creative expression of an article of the Universal Declaration of Human Rights (UDHR). This activity can be modified to make the resulting creations into a guessing game, a community presentation, or a celebration for December 10, Human Rights Day. Participants could also create posters to serve as reminders for creating a human rights environment or community.

Time:	Variable
Materials:	Copies of the UDHR, official or simplified version Art supplies
Setting:	Elementary school - Adult groups

PROCEDURE

1. Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.
2. Create –
   - a skit or mime
   - a graphic illustration or mural
   - a song, dance, proverb, or game (these might include adaptations of traditional culture)
   - a poem or story
   - a commercial advertisement
   - a flag or a banner

Note: The project should not reveal the number of the article it illustrates.

3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article.

GOING FURTHER

1. **Display** – Post graphic illustrations in a library, children's museum, or community building or use them to create a calendar or a mural.
2. **Present** – The skits, mimes, songs, dances, or writings can be presented as a performance for classmates, parents, or other groups in the community.
3. **Celebrate** – One can celebrate Human Rights Day by planning a December 10th Festival around these materials. Invite your local newspaper, TV stations, and public officials.

ADAPTATION

1. **Posters for Public Places** – Create illustrations or posters that remind others that human rights should be part of everyone's lives. For example, create posters that remind everyone that the workplace or school is a "human rights community." Where special problems exist, these posters could serve as a basis for action. Strategize how to use these posters to ensure that rights are honored and changes take place in your community.

Source: Human Rights Educators' Network, Amnesty International USA

ACTIVITY 12

USING THE AMNESTY INTERACTIVE CD-ROM

OVERVIEW

A self-teaching guide using the Amnesty Interactive CD-ROM to introduce human rights concepts, history, documents, and issues.

Time: About 1 hour
Materials: Computer with CD-ROM drive, Amnesty Interactive CD-ROM*
Setting: Middle school - Adult groups

PROCEDURE

1. Insert the CD-ROM and click on the At Ease button for "Amnesty Interactive." This should start the Introduction sequence.

2. Once the introduction has concluded, you will see a main menu that has five sections:
   - Rights
   - Stories
   - Ideas
   - Places
   - Voices

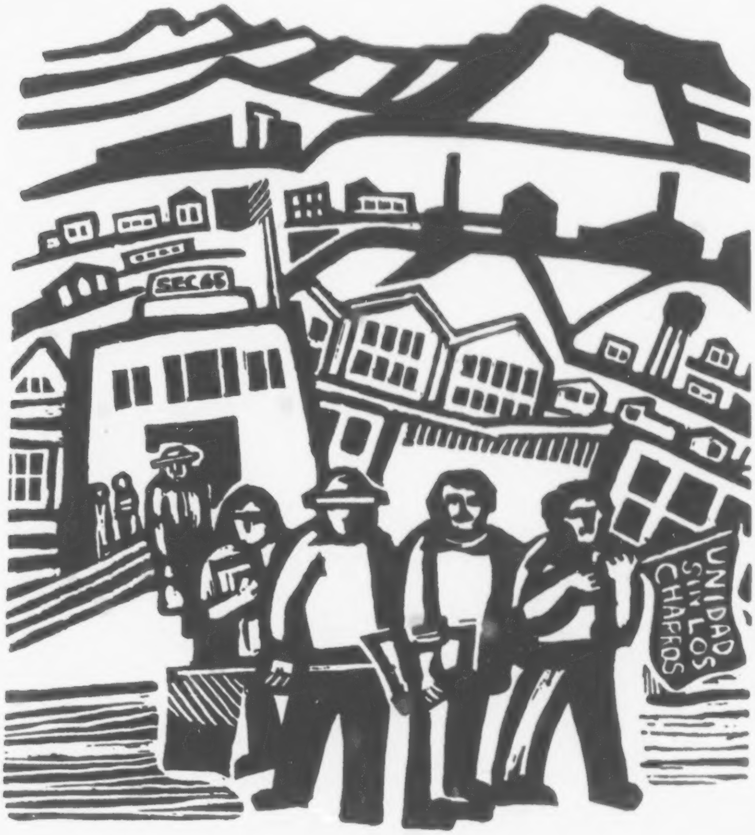
Note: If a white box appears instead of an animated or motion sequence, this indicates that this CD-ROM was created before your more sophisticated computer. You need to get an upgraded version of the CD-ROM or use an older, compatible computer.

3. You are to investigate different aspects of human rights around the world by exploring in each of the five sections of the CD-ROM. At the end of your session, you should be able to do these things:
   - Identify and describe at least 10 people who have contributed to human rights (e.g., thinkers, activists, heroes, defenders).
   - Identify at least 5 documents from ancient to modern times that have contributed to the development of human rights concepts and law.
   - Identify at least 3 stories concerning human rights issues from the STORIES menu and link each story to specific rights listed in the Universal Declaration of Human Rights. Be able to give the article number of those rights.

- Summarize the human rights situation in at least one country in each of the world's major regions (Africa; North, Central and South America; Europe; Asia; and Oceania). Use the PLACES menu for this part of the assignment.

GOING FURTHER

1. **Discuss** – The developers of this CD-ROM claim that "Every voice makes a difference" when people take action about human rights issues. Based upon the information you have gathered, is this claim valid? Be able to offer specific evidence to support your position.



* The Amnesty Interactive CD Rom is part of the Human Rights USA Resource Kit from the Human Rights USA Resource Center, 310 Fourth Avenue South, Suite 1000, Minneapolis, MN 55415-1012, Tel: 1-888-HREDUC8.

Source: Adapted from Bill Fernekes, Human Rights Educators' Network, Amnesty International USA.

ACTIVITY 13

LITERATURE AND HUMAN RIGHTS

QUESTIONS TO APPLY TO LITERATURE, OTHER TEXTS, AND MEDIA

OVERVIEW

The following questions help to put written material in a human rights perspective. Included are formal literature (e.g., poetry, fiction, non-fiction); educational texts (e.g., textbooks, manuals); media (e.g., print, electronic images, magazines, films, television); advertising (e.g., jingles, slogans), and commercial publications (e.g., promotional literature, pamphlets, logos, slogans).

PROCEDURE

PART A: Questions

1. What human rights themes appear in this work?
   - What rights are enjoyed?
   - Are human rights in conflict?
   - Are human rights denied? Who is responsible for this human rights abuse?
   - Who acts to defend human rights? How? Why?
   - Who does not act to defend human rights? Why not?
   - What specific articles of the Universal Declaration of Human Rights (UDHR) are involved?
2. If human rights are defended in this work, what action is taken?
   - Does the act of defending a human right itself violate someone's human rights?
   - Is the action effective?
   - Is the action violent? Could a non-violent response have been possible?
   - How might the outcome have been different if a different kind of action had been taken?
   - Will the action make a long-term change in individual lives? In society?
3. What does this work say about human dignity?
   - In what ways is human dignity affirmed? Undermined?
   - Does any character especially embody human dignity?
4. What does this work say about individual responsibility for human rights? About the relationship between rights and responsibility?

5. What role do the following factors play in this work, especially as a means to bring about transformation:
    - compassion?
    - consensus?
    - being able to express oneself?
    - silence?
    - collaboration with the perpetrator(s) or victimizer(s)?
    - collaboration with the defender(s) of rights?
    - having access to information and/or education?
    - understanding of and/or empathy with people with different values or ways of life?
6. Does this work contrast the needs of the individual with the needs of the majority and/or society?
    - What does this work say about the relationship between the individual and society? The individual and the state?
7. Are there similar human right issues in your country? your community? your neighborhood? your school or classroom?
    - What rights are enjoyed?
    - What rights are in conflict?
    - What rights do you feel need protection?
    - What specific articles of the UDHR are involved?
8. How can you act to defend rights in your community?
    - To whom would you speak? What would you say?
    - What kinds of actions would be effective and appropriate? Which would not?
    - Is such action already being taken?
    - Is it possible to form alliances to address these problems? With whom?
    - See Part IV, *Taking Action for Human Rights*, for more on community advocacy.

PART B: Suggestions for Activities

1. Research one of the authors. Are there particular events, people, or places that may have shaped their opinions on human rights?
2. Have a film discussion group.

Source: Nancy Flowers, Human Rights Educators' Network, Amnesty International USA

A SHORT BIBLIOGRAPHY OF HUMAN RIGHTS LITERATURE

POETRY

Anna Akmatova	"Requiem"
W.H. Auden	"The Unknown Citizen"
Dennis Brutus	"Cold," "Letters to Martha"
Nina Cassian	"They Cut Me in Two"
Ariel Dorfman	"Hope"
Nazim Hikmet	"From a Man in Solitary"
Phillip Lopate	"Solidarity with Mozambique"
James Sheville	"Confidential Data on the Loyalty Investigation of Herbert Ashenfoot"

NOVELS

Isabella Allende	*The House of the Spirits*
Mulk Raj Anan	*Untouchable*
Manlio Argueta	*One Day of Life*
Margaret Atwood	*The Handmaid's Tale*
Ray Bradbury	*Fahrenheit 451*
Anthony Burgess	*A Clockwork Orange*
J.M. Coztzee	*Waiting for the Barbarians*
Joseph Conrad	*Nostromo*
Ariel Dorfman	*My House Is on Fire*
Ralph Ellison	*Invisible Man*
Nawal El Saadawi	*God Dies by the Nile*
Louise Erdrich	*Tracks*
Eduardo Galeano	*Memory of Fire Trilogy*
Gangopadhyay	*Arjun*
Nadine Gordimer	*July's People*
Jessica Hagedorn	*Dogeaters*
Bessie Head	*When Rain Clouds Gather*
Aldous Huxley	*Brave New World*
Franz Kafka	*The Trial*
Joy Kogawa	*Obasan*
Arthur Koestler	*Darkness at Noon*
Bernard Malamud	*The Fixer*
Toni Morrison	*Beloved*
Bharati Mukerjee	*Jasmine*
George Orwell	*Animal Farm*
George Orwell	*1984*
Alexander Solzhenitsyn	*One Day in the Life of Ivan Denisovitch*
John Steinbeck	*The Grapes of Wrath*
Mildred Taylor	*Roll of Thunder, Hear My Cry*
Lawrence Thornton	*Imagining Argentina*
Vasilis Vassilikos	*Z*
Richard Wright	*Native Son*
Emile Zola	*Germinal*

PLAYS

Jean Annouilh	*Antigone*
Bertholt Brecht	*Galileo*
Andre Brink	*A Dry White Season*
Arthur Miller	*The Crucible*
Sophocles	*Antigone*

BIOGRAPHY AND NON-FICTION

Maya Angelou	*I Know Why the Caged Bird Sings*
Nien Ching	*Life and Death in Shanghai*
J.D. Criddle	*To Destroy You Is No Loss: The Odyssey of a Cambodian Family*
Carolina Maria De Jesus	*Child of the Dark*
Vaclav Havel	*Letters to Olga*
Arthur Koestler	*Spanish Testament*
Nelson Mandela	*Long Walk to Freedom*
Rigoberta Menchu	*I, Rigoberta Menchu*
Pablo Neruda	*Nobel Prize Acceptance Speech: "Toward the Splendid City"*
George Orwell	*Selected Essays*
Alicia Partnoy	*The Little School*
Irina Ratushinskaya	*Grey is the Color of Hope*
Moylda Szymuciak	*The Stones Cry Out, A Cambodian Childhood, 1975-1980*
Jacob Timerman	*Prisoner without a Name, Cell without a Number*
Elie Wiesel	*Night*
Harry Wu	*Bitter Wind*
Malcolm X	*The Autobiography of Malcolm X*

Source: See "Teaching Human Rights through Literature," in Amnesty International USA's *Human Rights Education Resource Notebook Series* for an extensive annotated list of literature for teaching human rights.

> *In the fearful years of the Yezhov terror, I spent seventeen months in prison lines in Leningrad. Once someone somehow recognized me. Then a woman standing behind me, her lips blue with cold, who had of course never heard of me, woke up from the stupor that enveloped us, and asked me, whispered in my ear (for we spoke only in whispers) and asked me:*
> *"Could you describe this?"*
> *And I said: "I can."*
> *Then something like a smile crossed what was once her face.*
>
> Anna Akmatova

ACTIVITY 14

HISTORY AND HUMAN RIGHTS

A PROCESS FOR ANALYZING EVENTS

OVERVIEW

Many topics in American history can be used to analyze events. See list of suggested American History topics. Throughout this activity we will use the encounter between the Spanish and the Taino peoples in the 15th century as an example. The Spanish in 1492 were looking for a water route to the riches of China and the east, when they "discovered" the South American continent. The Taino were the first native people the Spanish encountered in the western hemisphere in the place now called Haiti.

Usually the sources we use to study this encounter are from the point of view of the Spanish. Many of the materials are excellent eyewitness accounts from Columbus, soldiers, priests, and others with varying perspectives. However, we also need to hear from the Tainos in order to fully understand the clash of cultures that occurred. One good source is *View from the Shore*, edited by Jose Barreiro (Ithaca, NY: Cornell University American Indian Program, 1990).

PROCEDURE

PART A: Suggested American History topics for analysis:

- The drafting of the Bill of Rights
- The forced removal of the Cherokee Nation
- The Dred Scott Decision
- Women workers in the 19th century New England textile industry
- Reconstruction in the post-Civil War South
- The Pullman Strike
- Immigration restrictions and quotas
- Child labor regulations
- The temperance movement
- Women's Suffrage
- The Social Security Act
- The Fair Labor Standards Act
- Desegregation of the US Military
- Japanese internment

- The House Un-American Activities Committee
- Major League baseball integration
- The Pentagon Papers and freedom of the press
- Student protests against the Vietnam War
- The death penalty for juveniles
- The Americans with Disabilities Act
- The Sanctuary Movement
- Welfare reform
- The *Amistad* case

PART B: Questions

1. Before you begin, make sure your resources are a good mix of both primary (eyewitness) and secondary (removed from the action) sources from all sides of the issue.
    - Include those in power and those traditionally marginalized. Your sources will reflect the biases of whoever created them.
    - Analyze the sources for their biases and identify any stereotypes; try to see beyond them while analyzing the event/issue. Sometimes the bias holds clues as to what happened – why there was conflict in the first place.
2. Analyze the event/issue for the rights that the people involved believed were important.
    - Be sure to use the definition of "rights" that was used at that time. Look at all sides of the issue and identify the rights from all perspectives.
    - Were any rights in conflict? In other words: were people fighting for rights that conflicted with each other? What caused these conflicting perspectives?

For example: From the Taino perspective, there was one overarching right: the right to be well fed. Everyone worked to see that all members of the community had enough food. They also believed women had the right to power and had male as well female chiefs. From the Spanish point of view, there were two main rights: 1) the right (and responsibility) to wage war in order to convert the Taino and take their land and resources, which the Pope had given to the Spanish crown. 2) the right to the forced labor of the Tainos through the "encomienda system." Under this system, the Spanish crown gave or "commended" Tainos to Spaniards, who then owned the rights to their labor. In return the Spaniards were to Christianize the Indians and protect them. Many Taino starved to death under this system. (Students will readily be able to discuss rights in conflict here).

3. Analyze the actions people took during this event.
   - List some specific actions that affected many people.
   - Were some rights being violated to gain others?
   - Were people silent who could have helped the situation?
   - Did others take risks to protect rights?

For example: The Spanish enslaved the Taino so that they would mine gold for them and do other manual labor. Dominican friars forced them to convert to Christianity or risk torture and death. (The Inquisition was in full force at this time.) Some Spanish protested the treatment of the Taino and great debates were held at Valladolid in Spain to discuss whether or not the Taino were humans with certain rights. The King of Spain suspended colonization to wait for the outcome of these debates, but after two years of debate, no decision could be reached. Not understanding why gold was more important than food, the Taino offered to grow all the food the Spanish wanted in return for their freedom. When that tactic failed, the Taino resisted in various ways including sending envoys to the King, insurrections, migration, major rebellions, and suicide. They also asked Bartolome de Las Casas, a Dominican friar later called "the Apostle to the Indians," to represent them in Spain. (Delving into this story will help students discover those who took risks and others who did not).

4. What were the short-term outcomes?
   - Who won? Who lost?
   - Whose rights were strengthened? Whose were violated?
   - Whose power was strengthened? Whose weakened?
   - Did resistance continue or was it silenced by those in power?
   - Was the overall result positive or negative for people in general?

For example: The Taino lost a great deal. By 1548 there were fewer than 500 Taino people left on the island of Hispaniola (out of an estimated 2.5 to 7 million in 1492). The others were either dead or had fled to other islands in the area. The resistance of other native peoples to colonization has continued to this day. The Spanish eventually gained all the Taino traditional land but abolished the encomienda system. They turned to enslaving Africans instead. The Spanish definition of rights held for centuries as Spanish culture spread throughout the Americas. (Opinions will vary on whether these facts are positive or negative).

5. What were the long-term outcomes?
   - What precedents were set in the area of human rights that are still affecting us today (either negatively or positively)?
   - Check the "rights" involved in this event against the rights outlined in the Universal Declaration of Human Rights (UDHR) (1948).
   - Which of those considered rights during the time of your event are still considered rights today? Which are no longer thought of as rights?
   - Do you believe that this event contributed to decisions made by the UN in 1948 either directly or indirectly?

For example: Some historians argue that the debates at Valladolid marked the beginning of the end for the medieval world view and the beginning of the modern era which led to the Enlightenment. People still debate the ideas of a "just war" and what rights we have simply by virtue of being human. Others still view some people, including women and indigenous peoples, as inferior humans suited only for manual labor, servitude, or death. It could be argued that this point of view led to genocide and the Holocaust, which eventually led to the adoption of the UDHR in the 20th century. The rights that survived to this day are the Taino rights to food and political power for women.

Source: Elise A. Guyette, historian, educator at Camel's Hump Middle School, Richmond, Vermont; Patrick Manson and David Shiman, Human Rights Educators' Network, Amnesty International USA.

ACTIVITY 15

SCIENCE, TECHNOLOGY, THE ENVIRONMENT, AND HUMAN RIGHTS

LOOKING AT SCIENCE AND TECHNOLOGY FROM A HUMAN RIGHTS PERSPECTIVE

OVERVIEW

The following questions help to analyze technological innovations, scientific discoveries, and environmental crises from a human rights perspective. The technologies might be historical (e.g., development of the cast-metal plow, the compass, the printing press, the cotton gin, dynamite) or current (e.g., space exploration, genetic engineering, electronic communications).

PROCEDURE

PART A: Questions

1. About a technological advance, historical or contemporary:
    - Overall, has this technology had a positive or negative effect on human rights? How?
    - In what ways does this technology strengthen human rights? For whom?
    - Which groups are strengthened by this technology? Do they share any common features?
    - In what ways does this technology weaken human rights? For whom?
    - Which groups are weakened by this technology? Do they share any common features?
    - Does the effect of this technology differ for different groups of people, based on their class, gender, race, disability, age, or geographic location?
    - If this technology weakens human rights, how could its application be changed in order to promote human rights?
    - Does this technology create any human rights conflicts (e.g., one person's right to privacy vs. another's right to information)?
2. About scientific knowledge and discoveries generally:
    - Which article(s) in the Universal Declaration of Human Rights (UDHR) guarantees members of society the right to benefit from scientific knowledge and discoveries?

- Who has the responsibility to see that this right is enjoyed by all?
- Who has the responsibility to see that this knowledge or discovery does not violate anyone's rights?
- In practice, do all people benefit from scientific progress? Cite examples to support your opinion.

3. Article 19 of the UDHR states "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers."
   - In what ways are these rights important to scientific research?
   - What are some reasons that governments might suppress free expression of scientists? In what ways would this suppression affect basic research and its applications?
   - What are some reasons that governments might prevent their citizens from having access to scientific information?
   - Are there any situations in which a government is justified in suppressing dissemination of scientific information or preventing scientists from speaking freely?

4. Article 27 of the UDHR states that "Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author."
   - What do you think "moral interests" means? In what ways can this right be denied scientists?
   - Do scientists have rights with respect to controlling the way their research and inventions are applied?
   - What are scientists' responsibilities in this area?

5. What roles do science and technology play in guaranteeing the right to a fair and public hearing, set forth in Article 10 of the UDHR?

6. The right to a healthy environment is not explicitly mentioned in the Universal Declaration of Human Rights, although an international covenant on the environment is in the process of being drafted.
   - Can you think of a historical reason why the environment is not mentioned in the UDHR?
   - Which of the rights in the UDHR depend on a healthy and safe environment?

- What are the responsibilities of individuals, government, business, and industry in ensuring a clean and safe environment?
- Often poor and minority groups are affected the most by environmentally destructive practices. Why is this the case?
- How do civil and political rights such as the right to vote, access to information, and freedom of expression contribute to environmental rights?
- How do social, economic, and cultural rights such as the right to housing, adequate compensation, and one's cultural identity contribute to environmental rights?

PART B: Suggestions for Activities

1. Research the stories of scientists such as Galileo or Andrei Sakharov who have been silenced or persecuted for their work or opinions.
2. Research the stories of environmental activists such as Chico Mendes in Brazil, Ken Saro-Wiwa in Nigeria, Rachel Carson and Cesar Chavez in the United States.
3. Investigate environmental disasters such as the Chernobyl accident in the Soviet Union; the Union Carbide explosion in Bhopal, India; the contamination at Love Canal and the Hanford Nuclear Weapons Facility in the United States.
    - Identify the rights being violated and the groups of people most affected by the disaster.
    - How did individuals, government, business, and industry contribute to the disaster?
    - What responsibilities were not met by these groups, and what are their responsibilities in the aftermath of the disaster?

You can also adapt these questions to apply to development projects and environmental issues in your local community.

4. Find newspaper articles that describe new scientific discoveries, technological advancements, or development projects. Answer the following questions about the articles:
    - In what ways could this discovery or advancement promote human rights? Which specific rights in the UDHR?
    - In what ways might this discovery or advancement be used to deny human rights? Which specific rights?
    - Who is responsible for overseeing the application/distribution/use of this advancement?

- Are any rights in conflict as a result of this discovery or advancement?
- What are the environmental implications, if any, of this advancement?
- Is this development likely to benefit all people in society, or will certain groups of people benefit more than others?

5. Research the role of forensic scientists in documenting human rights abuses such as disappearances and torture.
6. Investigate organizations that work to promote human rights as well as science, technology, and the environment (e.g., Physicians for Human Rights, the Science and Human Rights Program of the American Association for the Advancement of Science, the Sierra Club's campaign for human rights and the environment).

Source: Ethan Bleifuss, Earth Science Teacher, Apple Valley High School, Apple Valley, Minnesota; Karen Kraco, Human Rights Educators' Network, Amnesty International USA.

> *We cannot think our way to humanity. Every one of us, and every one with whom we live and work, must become the model for the world we hope to create.*
>
> Ivan Illich
> *Celebrations of Awareness*, 1970

PART IV:

Taking Action for Human Rights

> *Liberty does not consist in mere declarations of the rights of man. It consists in the translation of those declarations into definite action.*
>
> Woodrow Wilson,
> Address
> July 4, 1914

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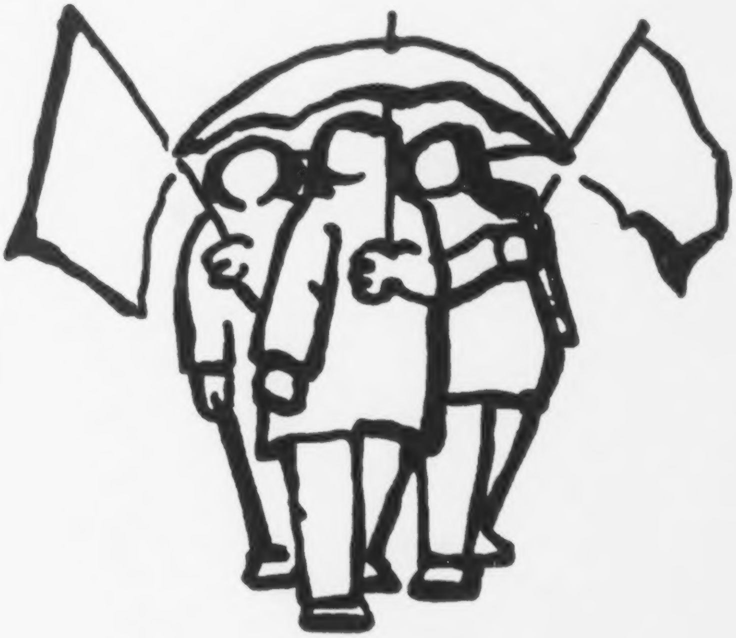
Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt,
The Great Question, 1958



HUMAN RIGHTS EDUCATION AND COMMUNITY ACTION

Introduction

Part IV of *Human Rights Here and Now* is intended to help people apply their human rights learning and make a difference in the communities in which they live. This section provides inspiration and practical tools for taking action for human rights. The activities examine issues and provide examples of students' accomplishments as advocates.

Helping students of all ages become human rights advocates has many challenges. We must somehow cultivate students' interest in applying a human rights perspective to their personal lives, to their school and neighborhood, and in their national and international communities. We also must help them recognize the tools they already possess for effective action and help them identify the skills and knowledge they still need to develop. Finally, we must show students how to go about finding the resources and outside support needed to become effective advocates.

Students as Advocates for Human Rights

In *Teaching for Human Dignity*,[1] Betty Reardon outlines the phases in the development of an advocate. First, of course, people must become aware of human rights concerns. However, if they are to be more than mere spectators, their interest needs to be aroused. They need to start choosing to pay attention. They need to start seeking information about the social origins, history, and consequences of problems they are witnessing. At this step of the process, they are moving from being *spectators* to being active observers. As the learning process continues, observers begin to develop a greater concern about injustice. This greater concern leads people to want to make others aware. They may tell their friends and families about the problems they are seeing. In other words, they are becoming human rights *witnesses*.

From being witnesses they progress to being dissatisfied simply making others aware: they are moved to take action. They may choose to do community service or get involved in a service learning project. They may choose to become *advocates*, join an advocacy group or publicly campaign on human rights issues, write letters to government officials, participate in demonstrations or other awareness events. People's involvement may progress to the point of starting their own advocacy group, planning their own awareness events, or coordinating with other organizations. As committed advocates, they can envision, plan, and carry out their own course of action to address an issue that they have come to care deeply about.

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[1] Betty A. Reardon, *Educating for Human Dignity* (Philadelphia: U of Penn., 1995).

Helping Students Become Activists

Kathleen McGinnis in *Educating for a Just Society*[2] provides a methodology for educating students for peace and justice. Much of this methodology can be applied to teaching students to become human rights advocates.

Once students become aware of human rights issues, before they will be interested in and able to take effective action, they must have some confidence in their own gifts and abilities. It can be very helpful to start planning a project with an assessment of students' abilities. Ask students to list their individual talents and strengths, and then compile a class list. Here, a teacher with a good knowledge of his or her students can point out strengths that students may not be aware of. Also, a teacher can point out the special talents of students that otherwise might not be acknowledged by the class. Throughout a community action project, teachers should help students articulate the skills they are developing. Students also need to learn appropriate ways to take a stand on an issue and assert their opinions. For young adolescents this can be particularly hard. It might be helpful to spend some time as a class examining the feelings involved in forming and publicly stating an opinion. You might also wish to explore the reasons it is important to speak up.

Equally important is that students have a solid understanding of the process by which change takes place. All students need to be able to identify decision-making powers and structures in their schools and communities. For older students, that understanding should be extended to regional, national, and international levels. For certain projects, an understanding of governmental bodies, economic markets, and legal frameworks might be critical. Students should also learn how political action groups and social justice groups can interact with these structures to bring about change. Adults need to familiarize students with appropriate channels for taking action on issues, and prepare them for the fact that often the most effective ways of bringing about change require patience and diplomacy.

Connecting on an Emotional Level

The transition from spectator to advocate is often rooted in the very personal. Students will be moved to take action on human rights issues to which they feel emotionally connected. Many will be particularly committed to working on issues with which they have direct experience. Thus teachers need to be sensitive to students' life situations and experiences and be ready for the possibility that the issue the class is working on may hit very close to home for some students.

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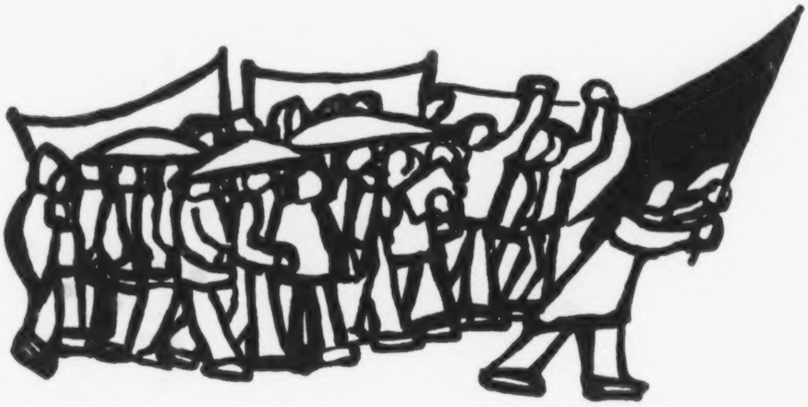
[2] Kathleen McGinnis, *Educating for a Just Society* (St. Louis, MO: Institute for Peace and Justice, 1992).

Stories of people directly affected by human rights problems often can be powerful and important in motivating students. Videos are helpful; personal contact is even better, whenever possible. Inviting individuals to speak to the class, so that students can ask questions and get to know them, makes human rights less abstract, more personal and urgent for the students. These personal contacts can dispel stereotypes and empower students who are themselves struggling against injustice in some way. Inviting other activists, particularly students, can also be inspiring. Motivation and inspiration can come from students' seeing themselves as part of a larger community of advocates. Opportunities for students to celebrate the classroom fellowship and social relationships fostered by working together on an action project are also very beneficial. Any connections with others working on similar projects can reinforce the importance and value of students' efforts.

Although developing an action project with a class requires significant time and effort, the rewards are great. At times teachers may need to seek out background information on a particular topic, but they need not be human rights experts to work with students in mounting an effective project. Becoming an activist is a learning process in which adults participate along with young people. Students and adults can work together to gather information and plan effective strategies. Action projects are cooperative activities in which adults frequently are inspired by students' enthusiasm, and students benefit from seeing the adults as learners.

Sources: Marna Anderson, Partners in Human Rights Education; Karen Kraco, Human Rights Educators' Network, Amnesty International USA.



TEN TIPS FOR TAKING ACTION

1. **Choose a problem**. You might want to work on improving conditions or issues you observe in your community or that you hear about in the news. You could also choose a problem you learned about through a school course or your own reading. Finding a problem isn't hard, but staying focused on one problem is. Try writing out a definition of exactly what you want to address. Deal with just one problem at a time.
2. **Research the problem**. Survey your school or community to find out about the problem and how people feel about it. Call officials for information. Write letters. Read newspapers, magazines, and reports on the issue. See Action Activity 5 for more on research and planning.
3. **Brainstorm possible solutions and choose one**. Brainstorm everything you can think of, however zany. Then choose one or two solutions that seem the most possible and likely to make the most difference.
4. **Build coalitions of support**. Find as many people as possible who are concerned about the problem and agree with your solution. Survey your community. Ask teachers, officials, community activists, and young people. The more people on your team, the more power you will have to make a difference.
5. **Identify your opposition**. Find out who the people and organizations are who oppose your solution. They may not be the "bad guys" but people with different opinions. Consider meeting with your opponents: you might be able to work out a compromise. At the least you will understand each other's point of view. In every case, always be polite and respectful of other opinions.
6. **Advertise**. Let as many people as possible know about the problem you are trying to solve and your proposed solution. Newspapers, radio, and television are usually interested in stories of youth action. Some TV and radio stations offer free air time for worthy projects. Write a letter to the editor (See Action Activity 5, *The Power of the Pen*). The more people who know about what you are doing, the more who may want to support you.
7. **Raise money**. This isn't essential, but sometimes you can be more effective with money to spend toward your solution.
8. **Carry out your solution**. Make a list of all the steps you need to take, and once you've prepared yourself for action, just do it!
9. **Evaluate**. Is your plan working? How do you know? Try to define some indications for what progress means. Are some efforts effective and others not? Have you tried everything? Keep thinking creatively about how to solve the problem.
10. **Don't give up**. Problem solving means eliminating all the things that don't work until you find something that does. Don't pay much attention to people who try to tell you that the problem can't be solved. Keep on keeping on!

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

SERVICE LEARNING FOR HUMAN RIGHTS

IDEAS FOR TAKING ACTION

Addressing Needs and Issues

- Assess community needs, identify group that work on those issues, and join their efforts.
- Research community issues and develop reports about them for local government, policy makers, and the press.
- Write letters to the editor on social issues, putting them in a human rights context.
- Write letters for Amnesty International and other human rights groups.
- Provide child care or eldercare for people who are looking for work, attending school, or going to medical appointments, etc.
- Register voters.
- Work to inform voters about the human rights aspects of election issues.
- Support candidates who take a stand on human rights issues.
- Work with organizations advocating for a clean and healthy environment, including community clean-ups and environmental monitoring.
- Work with organizations that advocate human rights locally and internationally.

Researching and Writing

- Study current issues and write stories to convey information to others.
- After performing service, write stories, poems, and plays based on the experience.
- Write articles for school and community publications.
- Help people with disabilities to write letters.
- Produce community newsletters.
- Interview refugees and recent immigrants or people from another culture and write about their perspectives.
- Research local issues from a human rights perspective and write up your finding, citing articles in specific human rights documents.
- Learn about the human rights history of your community. Are there people, places, and events that have a significance to human rights?

- Survey youth or other marginalized groups about their needs or opinions, help interpret these from a human rights perspective, and convey this to policy makers.
- Research literature on human rights and organize a performance or reading.

Teaching Others

- Teach others about the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC) and other human rights documents.
- Work with organizations that seek to educate about human rights such as Amnesty International, the Street Law Project, and the United Nations Association.
- Tutor recent immigrants and refugees and help them with basic tasks such as using the telephone and using public transport.
- Help others improve their literacy skills, especially through programs in public libraries.
- Prepare immigrants for citizenship examinations.
- Develop games and activities for teaching young children about their rights. Try them out in after-school program, youth groups, etc.
- Train senior citizens and other groups in computer skills.
- Teach others about the relationship between human rights and a healthy environment.

Creating, Celebrating, and Performing

- Make December 10, International Human Rights Day, important in your community.
- Create a celebration for the 50th anniversary of the UDHR.
- Collect oral histories related to human rights.
- Invite local "human rights heroes" and activists to speak.
- Establish a "human rights defenders" award for members of the community who contribute to human rights.
- Invent ways to educate the public about the UDHR through artistic expression, including music, murals, and drama.
- Research literature or music on human rights and organize a performance, reading, or concert.

Source: Adapted from "Youth Service Connections to the Curriculum," National Youth Leadership Council, 1991.

EXAMPLES OF HUMAN RIGHTS SERVICE LEARNING PROJECTS

Human Rights Badges: A number of Scout troops and Campfire Girls in the Northeast have created human rights badges for which youngsters write letters, create posters, watch and discuss human rights videos, and study human rights problems.

A Human Rights Quilt: Pillsbury Elementary students in Minneapolis created a quilt containing symbolic representations of the articles of the Convention on the Rights of the Child and a catalogue to explain each article. The finished quilt went on tour to public buildings and other schools.

The Big Letter: Some elementary and middle schools write the BIG LETTER. Students make a splash on campus by co-writing a letter about a human rights issue or victim on 3' x 4' butcher paper, collecting many signatures, and mailing it to a public official in a very large envelope.

Day of the Dead Memorials: Students at Vintage High School in Napa, California, constructed traditional Hispanic Day of the Dead memorials honoring friends, family and personal heroes who have advocated for social justice. The memorials are displayed in the school from the Day of the Dead, November 1, until Human Rights Day, December 10.

Democracy Wall: A few years after the Tiananmen Square massacre in Beijing, students in a Boston school put together a huge Democracy Wall in the cafeteria. Fellow students were invited to attach poems, essays, drawings, and collages celebrating what democracy means to them.

Donation Stations: A young member of a California synagogue created a human rights activity for Passover, which included five stations that members of the congregation visited, each dealing with a basic human right: canned food donations to address the right to life, donations of books for flood victims, clothing donations, letter writing and petition signing on behalf of prisoners of conscience.

Petitions against Pollution: A group called Kids Against Pollution (KAP) in Closer, NJ, is circulating a national petition advocating the adoption of state and national constitutional amendments to guarantee citizens the right to clean air, water, and land.

Dramatic Presentations: A middle school class in the Midwest wrote a human rights play based on an Amnesty International Urgent Action appeal and performed it for the whole school.

Youth Speakers Bureau: High school student members of Amnesty International on the San Francisco peninsula formed their own speakers bureau to make presentations to classes and assemblies at high schools and elementary schools in the area. They were especially busy on Human Rights Day, International Children's Day, and International Women's Day.

Celebrating Diversity: Hmong students in a class at Powderhorn Community School in Minneapolis taught other students how to make Hmong embroidery, called Pa'ndau or "flower cloths." The completed Pa'ndau were sold at a local crafts fair and the proceeds donated to a Hmong refugee organization.

A "Lock-in": Students at a high school in the Midwest arrange a weekend "lock-in" one Saturday night each year with plenty of pizza, pop, and letter-writing. Hundreds of students attend, generating several thousand letters on behalf of prisoners of conscience.

ACTION ACTIVITY 1

CREATING A HUMAN RIGHTS COMMUNITY

OVERVIEW

Working cooperatively, participants create a list of rights and responsibilities that set a standard of behavior for their community and foster respect and social order.

Time:	1-1/2 hours or 2 class periods
Materials:	Blackboard or chart paper/ chalk or markers Copies of the Universal Declaration of Human Rights (UDHR)
Setting:	Elementary school – High school
Links:	Should be preceded by activities that introduce rights principles and the UDHR (e.g., Part III, Activities 1-6). Part III, Activity 7, *Mapping Human Rights,* relates rights to the local community.

PROCEDURE

1. Explain that everyone wants to live in a community where she or he can enjoy peace and be treated with respect and dignity as an individual. However, the steps necessary to achieve this cherished dream of a community based on human rights require everyone's effort and participation:

   Step One: Understanding Human Rights – People need to understand their rights. That is the goal of this book and of all human rights education.

   Step Two: Taking Responsibility for Human Rights – This step requires personal commitment. People must understand and accept the responsibilities that go along with human rights: to uphold the principles of the UDHR in their daily lives and to defend those rights for others.

   Step Three: Taking Action for Human Rights – The UDHR has established standards for how people and governments should behave. It also provides a framework by which to evaluate how individuals, institutions, and governments are living up to human rights principles. Using these standards people can take action to further human rights, to stop or prevent abuse, or to defend the rights of others in their local community, state, region, country, or anywhere in the world. However, effective action requires effective evaluation and planning:

   - Assessing the situation, getting the facts straight, identifying needs

- Applying the human rights framework to the situation in order to understand what specific rights are involved
- Developing and implementing a plan of action

Explain that this activity is intended to help people take that second step towards a ***human rights community*** by applying human rights principles to their own lives.

2. Divide participants into groups of 4 or 5. Each group is to draw up a list of around 10 rules for their class or organization that they think are needed for everyone to enjoy their human rights and live together with peace and respect. They should write out their lists on chart paper and hang them up when complete.

3. When everyone has finished, ask a representative from each group to present their ideas. Then ask participants to try to consolidate these ideas into a master list, combining rules that are close in meaning. (The teacher needs to perform this step for elementary school students, asking their approval for combinations; high school students and adults can usually facilitate this for themselves). Urge participants to keep the list short (e.g., about 10 rules). (**Note**: in a classroom setting, an average lesson period would end at about this point.)

4. Rephrase these rules statements into rights statements (e.g., "People should not steal from others" might be restated as "Everyone has the right to keep and enjoy his or her own property"; "The teacher shouldn't yell at kids" might be "Everyone has the right be treated with respect"). Write out this draft list of rights, leaving space below each statement.

5. Introduce the idea that every right involves a responsibility. Ask participants, working in small groups, to write a responsibility statement for every rights statement on the draft list (e.g., "Everyone has the right to keep and enjoy his or her own property" might have the corresponding responsibility statement "Everyone has the responsibility not to take others' property"; for "Everyone has the right to be treated with respect," the responsibility statement might be "Everyone has the responsibility to treat others with respect"). When the small groups report, ask the whole group to select the version of each responsibility statement they like best. Write it in the space left below that rights statement.

6. Once the draft master list of rights and responsibilities has been completed, ask participants to consider the following possible refinements (this step might be done by the whole group or divided among small groups who report back):
   - Just as all human rights are indivisible and interdependent, all the rights on this list are equally important. However, some are more general and provide a basis for others. Are these rights listed in the best order?

- The wording of rights needs to be clear and simple. Can the language of these rules be improved?
- What specific human right(s) does each item on this list represent? After each item, write the number(s) of the UDHR article(s) involved.
- Is the list complete? Are the different needs (e.g., needs arising from differences in ability, race, religion, gender, class, etc.) of everyone in this group acknowledged? Look through the UDHR to see if any articles suggest ideas that need to be added to the list.
- Is the list democratic? Has everyone who will follow these standards had a say in their creation?
- What should this list of rights and responsibilities be called?

7. After the list is finalized, ask someone to copy it neatly onto a poster board and place it where everyone can see it. Explain that this list will set the standard for how people in this group will treat each other and that they should refer to it in cases of conflict and disorder in the group.

   However, just as human rights are constantly evolving as human needs are identified and addressed, so this list is not final either. Explain that at regular intervals the group will check up on whether they are living up to their standards and that anyone may suggest changes at any time. Some rights and responsibilities might be eliminated because they are unnecessary or amended because they are not adequate. And situations may arise that this list does not cover; the new rights and responsibilities may need to be added.

GOING FURTHER

1. **Educating the Community about Human Rights** – Discuss what the group could do to accomplish Step One: Understanding Human Rights. How can the group make sure everyone in the school or community knows about their rights?
2. **Making the School a Human Rights Community** – After participants have experienced using the list of rights and responsibilities generated in Part A, including using it to settle disputes or disorder and revising it to meet different situations, consider whether a list of such rights and responsibilities could be created for the whole school community. Before undertaking such an action that affects the whole school, however, teachers should first discuss it with the administration.

Discuss:

- Who is included in the school community? Adults as well as students? Faculty? Administration? Staff (e.g., secretaries, food workers, maintenance staff, bus drivers)?
- What would be the results of having rights and responsibilities defined for the whole school community? Advantages? Disadvantages?
- Strategize how to go about making such a list of (or defining) rights and responsibilities for the whole school community. Who would need to be consulted? Do groups exist who might support this effort (e.g., student council, PTA, student groups, administrative groups)?
- Brainstorm how the whole school community could participate in drawing up a set of rights and responsibilities. Why is it important for everyone to have a say?
- On the basis of these considerations, draft a plan of action that outlines the steps necessary to establish a set of rights and responsibilities for the whole school community.
- If the class is willing and engaged, implement the plan!

3. **Rights and Values** – Human rights reflect deeply held values. Analyze the completed list of rights and responsibilities for the values it reflects. Discuss and list these values. For example, "Everyone has the right be treated with respect" might represent a belief in the inherent dignity of every individual.

Source: Nancy Flowers, Human Right Educators' Network, Amnesty International USA, with ideas drawn from Margot Brown, Amnesty International UK, Ellen Dorsey, Amnesty International USA, and Kristi Rudelius-Palmer, the University of Minnesota Human Rights Center.

ACTION ACTIVITY 2

STORIES OF STUDENTS WHO TOOK ACTION

OVERVIEW

Students read and discuss case stories of young human rights advocates. They then consider what problems exist in their community or school and relate them to human rights principles. They role play these problems and possible solutions and discuss student activism.

Time:	1-1/2 hours or 2 class periods
Materials:	Copies of Handout 1, *Stories of Students Who Took Action*, and Handout 2, *Questions about the Stories*, for each group For older students: copies of the Universal Declaration of Human Rights (UDHR) and/or the Convention on the Rights of the Child (CRC)
Setting:	Elementary School

PROCEDURE

1. Read the case stories to students or ask older students to read them to each other in small groups.
2. Divide the class into 6 groups. Give each a copy of one of the stories and discussion questions. Ask the groups to read their stories aloud and answer the questions on the sheet.
3. When each group has finished the questions, discuss the different responses and interpretations the stories elicited.
4. Ask what human rights issues appear in each of the three cases and list these on the board. Ask older students to link these to specific articles in the UDHR or CRC.
5. Discuss:
    - What are some human rights problems in our community? In our school? (List issues as they are mentioned.)
    - Which of these problems could be affected by students taking action?
    - What specific human rights are involved in the problems that students might address? (List the rights; ask older students to match them with articles of the UDHR.)

6. Ask students, working in the same small groups, to choose one community or school problem from their class list and use it to create a short role play. Role plays should –
   - identify the human right problem
   - identify the community member(s) affected by the problem
   - illustrate a possible solution
7. After each group has presented its role play, discuss some of these topics:
   - Who has responsibility for human rights? Do individuals as well as the government? Do young people as well as adults? Can the class provide examples?
   - Can students really make a difference? Are the case stories unusual, or could they happen in this community or school?
   - When students reconsider the list of problems generated in Step 5, which ones do they think could be affected by the actions of people like themselves?

GOING FURTHER

1. **Stories of Action** – Ask students to write a story, draw a picture, or make a collage describing a situation in which they or a friend took action to solve a problem.
2. **Strategizing Action** – Have students brainstorm as a class or make lists individually to answer the following questions:
   - To whom would you talk or write if you wanted to solve a problem at school?
   - To whom would you talk or write if you wanted to solve a problem in your neighborhood?
3. **Helpful considerations for the teacher**
   - The role play and activities in "Going Further" will provide insights into students' perceptions about the decision-making process in their school and community. In the discussion you may wish to explore their ideas about the power and responsibility of certain individuals or decision-making bodies, such as the principal or school board. You will want to correct their misperceptions and extend their understanding of the appropriate avenues through which they can address their concerns. Ideally this exercise will lay the groundwork for enabling students to use the appropriate channels to have their opinions and concerns heard.
   - Discuss with students the possibility of responding to a human rights problem together as a class. It is important that students always are permitted to choose the community action topic. It must be something they can relate to and care about.

Source: Karla Stone, teacher, Armstrong High School, Plymouth, Minnesota.

ACTION ACTIVITY 2: HANDOUT 1

STORIES OF STUDENTS WHO TOOK ACTION

1. PROJECT OXYGEN

When twelve-year-old Joseph Ziskovsky read that the earth needed billions of trees, he decided to plant thousands in his town. He called his idea "Project Oxygen," and with the help of his Scout troop, he sent letters to all the children in his elementary school in Shoreview, Minnesota. Then they wrote to the adult service organizations in town and talked to the local nursery owner. Joe got more than 3,125 people to help him plant 3,474 trees in a twelve-square-mile area near his hometown. Joe proved that a kid with a lot of determination can accomplish miracles.

Source: Patricia Adams and Jean Marzollo, *The Helping Hands Handbook* (New York: Random House, 1992).

2. FRIENDSHIP SEES NO COLOR

Brian Harris was seven years old when he decided that the best way to fight racial prejudice was to do something before it could begin. Brian, who is both African-American and European-American, wanted other kids to have a chance to get to know kids from different ethnic backgrounds. He created a pen pal club called "Friendship Sees No Color." He wrote to news program and talk shows until he was invited as a guest on a national TV program. Soon he had hundreds of kids sending him self-addressed stamped envelopes and a card with their name, age, sex, and race or ethnic background. Brian matched kids from different backgrounds and sent them information about each other His club became very successful. Club members even bought t-shirts to help cover Brian's expenses for extra stamps and a post-office box.

Source: Adapted from Steve Fiffer and Sharon Sloan Fiffer, *50 Ways to Help Your Community* (New York: Doubleday, 1994).

3. JAMES ALE PARK

When he was nine, James Ale saw his friend get hit by a car when they were playing ball in a crowded street. The accident made him wonder, "Why should we have to play in the street when kids in the rich part of town have parks?". The more he thought about it, the more angry he got. Finally James Ale took on town hall. He created a petition on his computer for kids to sign and made many calls to the Mayor's office. When the Mayor agreed to meet with him, he presented her with a plan. He had a map of the place where the park could be, and many names on his petition. The mayor and the town administrator were not very interested at first because they had just built new parks in another part of town. James decided to call a local newspaper. A reporter wrote a story about James and his neighborhood. James continued to call the Mayor's office. Finally he was invited to a city council meeting, where he learned that a new park was going to be built in his neighborhood. All of his hard work had paid off.

Source: Adapted from Phillip Hoose, *It's Our World, Too! Stories of Young People Who Are Making a Difference* (Boston: Little Brown, 1993).

ACTION ACTIVITY 2: HANDOUT 2

QUESTIONS ABOUT THE STORIES

Story # ____________

1. Describe the main problem in this story.

2. a) Does the problem affect the person's home? ____________

b) Does the problem affect the person's school? ____________

c) Does the problem affect the person's community? ____________

d. How do you know this? ____________

3. a) What does the person or group with the problem need or want? ____________

b) How do they go about getting what they need? ____________

4. a) Who are the other people involved in this story? ____________

b) What do the other people involved in the story need or want? ____________

5. Describe how people respond to the student. What do they do or say? ______

6. How is the problem solved? ______

7. Are everyone's needs met at the end of the story? ______

ACTION ACTIVITY 3

GETTING TO KNOW THE ACTIVISTS AMONG US

OVERVIEW

Time:	Variable
Materials:	Copies of the Universal Declaration of Human Rights (UDHR) and/or the Convention on the Rights of the Child (CRC)
Setting:	High School

PROCEDURE

1. Ask students what we mean when we call someone an "activist." Record their responses.
2. Explain that the purpose of this activity is to learn about people in their community working for certain causes, especially those related to human rights, and the types of activities with which they are involved.
3. Write five headings on the board:
    STUDENT ACTIVIST ORGANIZATIONS
    ADULT ACTIVIST ORGANIZATIONS
    STUDENT ACTIVISTS
    FACULTY AND STAFF ACTIVISTS
    ADULT ACTIVISTS IN THE COMMUNITY
4. Brainstorm the names of local people and organizations that might fit these categories and list them under the five headings. Next to each name write the issue or concern of that person or group. Encourage the class to think broadly (e.g., religious organizations, parent-teacher groups, individuals who have been responsible for mobilizing community projects, local chapters of national organizations).
5. Analyze the list to determine which individuals and groups are working for causes related to human rights. Star these and identify the specific right in the UDHR and/or CRC that they work to advance. Remember to include social, economic, and cultural rights as well as civil rights in your definition of human rights.

6. Assign or have students choose an individual or organization to research, interview, and report on to the class. Clarify how they are to present their research, i.e. written, oral, or some other method. Younger students may feel more comfortable interviewing in pairs.
7. As a class or in small groups, have students construct interview questions. Review and approve the questions before students make the interviews. See *Sample Interview Questions* for ideas.
8. Assign each student a time to report back to the class.

GOING FURTHER

1. **Action to Address Human Rights Issues** – Students might identify specific human rights problems in their school or community or in the United States and discuss which types of organizations or individual efforts might provide the best way to address those problems.
2. **Action for Human Rights in the News** – Students might bring in articles about individual activists or organizations that work for human rights. They can identify the types of human right issues on which the person or organization works and match the issue with specific articles of the UDHR and/or CRC.
3. **Address Files** – Students may wish to send for information on various human rights organizations. You may wish to set up classroom or library files to use for future reference.
4. **A Booklet on Community Activism** – Although reporting back orally is the best way to encourage discussion, you may also want students to prepare one-page summaries about the organizations and individuals they researched. These can be included in a booklet distributed to the entire class. This booklet can be used for future homework or class assignments. Give copies as well to the local historical society as a record of social action in the community.
5. **Articles on Community Activism** – Students could also write articles based on their experiences for school or community newspapers.

HELPFUL CONSIDERATIONS FOR THE TEACHER

- For assistance in compiling a list of local organizations, you may eventually want to direct students to look in the Yellow Pages of the telephone book under "Social Service Organizations," some of which will be appropriate for this activity. Local newspapers might help you discover other individuals or organizations involved in social change. Depending on the time available and how you choose to structure the activity, you may wish to have some students perform a voluntary survey of the faculty and staff at the school to find out the type of activist work they are involved in, which is often not general knowledge.

- IMPORTANT: Students should have a classmate or adult accompany them to the interview. You may wish to notify parents of the assignment in advance and secure their permission for students' participation.
- It would also be helpful to review basic telephone courtesy and skills and to give students some guidelines about how to conduct a polite and effective interview. Also set up a structure so that each student is held accountable for sending a thank-you note to the interviewee. You might want to set due dates for the notes and have students hand them to you before mailing.

Source: Pilar Garrido, teacher, Eden Prairie High School, Eden Prairie, Minnesota; Karen Kraco, Human Rights Educators' Network, Amnesty International USA.

SAMPLE INTERVIEW QUESTIONS

Ideally students will come up with their own interview questions, but they may need help. Below are some examples to stimulate thinking.

- On what type of social problems do you work? Why do you think they are important?
- Why do you think these problems exist?
- Do you think your work addresses the cause of the problem? If so, how?
- How did you become involved in this type of work? What inspired you to continue working for social change?
- How long have you been involved in this work?
- What are some of the approaches and methods you use in your work?
- What are some of the problems you face in your work?
- Is this volunteer or paid work? How much time do you spend?
- What organizations or individuals do you interact with in the school or community?
- What special skills, if any, do you need in this work?
- What do you like best about this work? Least?
- How do you educate the public about this issue?
- What are the sources of your funding to do this work?
- How did the organization get started?
- How many people work for this organization and what do they do? Are they paid or are they volunteers?
- Do you consider yourself an activist? Why or why not?
- What are ways that young people can take effective action for change in the community?
- Do you consider what you do human rights work?
- What role do you think students can play in the type of work your organization does?

ACTION ACTIVITY 4

STRATEGIZING FOR ACTION

OVERVIEW

This activity is a logical extension to most of the activities in this book. It provides participants a way to integrate their increased human rights awareness and concern into effective human rights advocacy. Participants specialize their knowledge of selected rights issues through research and strategize action to address this problem.

Time:	Variable
Materials:	Copies of the Universal Declaration of Human Rights (UDHR) and the US Bill of Rights
Setting:	All ages
Links:	An appropriate follow up for most activities in Part III.

Note: This activity links the local and the global. For educational institutions, it might become a service-learning project. Such a project would exemplify an institutional commitment to the achievement of human rights. Furthermore it would make a statement to students and community about the importance of integrating theory and practice.

In a school setting, this activity can be directly tied to the development of academic skills: conducting research, interviewing, recording, analyzing data, sharing information, and writing reports. Art, video, music, and drama can also be effective vehicles for action projects.

PROCEDURE

1. Begin by having participants identify local or global problems that concern them (e.g., homelessness, hunger, child abuse, land mines, violence against women). List these and then try to define the issues in terms of specific human rights (e.g., homelessness and hunger involve UDHR Article 25, which guarantees the right to an adequate standard of living). **Note:** This activity might be an extension of previous study or a totally new activity.

2. Have the group select 3 or 4 of these human rights issues to focus on. Divide participants into teams to research an issue.

3. Have each team draw on the research questions presented below in addition to generating their own:
   a) What is the problem as you see it? Try to define it in your own words.
   b) How does the problem manifest itself locally? Nationally? Globally?
   c) What specific rights are involved? Identify the relevant articles of the US Bill of Rights and the UDHR.
   d) Where does responsibility lie for the perpetration and perpetuation of this violation?
   e) Who benefits directly or indirectly as a result of this violation?
   f) Who suffers as directly or indirectly as a result of this violation?
   g) Are other individuals or groups working on this issue?
   h) What is being done locally, nationally, and globally to address this issue?
   i) Where does responsibility lie for addressing this issue?
   j) What might participants do to help in their community or in a larger context?

4. Each team will then research its human rights issue. Some team members will survey the community to determine the extent of the problem locally and what *governmental* and *nongovernmental organizations* are doing to address it; others will gather the same sorts of data on the global conditions using a variety of resources, including libraries and the World Wide Web.

5. After discussing their findings, participants decide which human rights problem(s) they wish to adopt as an action project. The whole group might work on one issue or small groups may develop their separate projects.

6. During the remainder of the school year or project period, participants develop and implement an action plan that addresses the human rights problem through activities such as educating school and community via posters, plays, assemblies, public access television, newspaper articles, demonstrations, letter-writing campaigns. Fund raising, offering volunteer services, and lobbying government officials and elected representatives are also effective strategies.

Source: Adapted from David Shiman, *Teaching Human Rights* (Denver: Center for Teaching International Relations Publications, U of Denver, 1993) p.17.

ACTION ACTIVITY 5

THE POWER OF THE PEN

WRITING LETTERS FOR HUMAN RIGHTS

OVERVIEW

Participants plan, execute, and assess a letter-writing action about a human rights issue of concern to them. **Note:** Participants should be offered a range of topics and positions to ensure that their letters are freely undertaken and reflect their own views.

Time:	Variable
Materials:	Stationery and envelopes, stamps
Setting:	Upper elementary school - Adult groups
Links:	An appropriate follow up for almost every activity in Part III. Excellent for ESL and adult literacy programs.

PART A: Planning the Letter

1. **Define:** Help participants identify the issue that they wish to write about, which may develop from a particular unit of this text, a service learning project, or an issue of personal concern. Arrange participants with similar concerns in small groups.
2. **Strategize:** Working in small groups, strategize about to whom to write:
   - Is this a local, state, national, or international issue?
   - Is this an issue that needs to be more widely known? Would a letter to the editor of a newspaper be effective? What community response is desired?
   - Is this an issue that needs attention from government agencies? Which agencies are involved? What response is desired?
   - Is this an issue about which legislation is needed? Who are the legislators involved? What response is involved?
3. **Research:** Work cooperatively to gather the information needed to write an effective letter.
   - Verify and expand your information.
   - Identify the best person(s) to whom to write and gather the needed addresses.

PART B: Writing the Letter

1. Discuss how to write an effective letter. See *Elements of an Effective Letter.*
2. Go over the parts of a letter and envelope, pointing out that a written letter is more effective. See *Parts of a Letter and Envelope.*
3. Ask participants to write drafts of their letters. When they have finished, ask them to form groups of three. These groups should take responsibility for editing each other's letters to make them polished enough to send to a head of state or an editor.
4. Ask participants to write final drafts of their letters incorporating peer-editing comments and correctly address an envelope. Encourage them to mail their letters.

PART C: Writing for Special Situations

1. **Writing a Letter to the Editor:** The following suggestions will improve your chances of getting published:
   - Look for any rules printed in the publication to which you plan to write. They are usually found at the end of the "Letters to the Editor" section. Or telephone or e-mail the publication to ask for special instructions.
   - Follow the suggestions for effective letter writing.
   - Your subject matter should be of current interest or relevance to readers.
   - Never accuse anyone of anything without proof. Never slander anyone. Remember that you want to solve problems, not create them.
   - If you think something should be done, give a few reasons why.
   - Never send a publication an "open letter" addressed to a public official. It probably won't be published.
   - Don't send the same letter to more than one newspaper. Newspapers like original work.
   - If your letter is printed, don't be surprised or upset if it has been shortened to fit the limited space available.

SAMPLE LETTER TO THE EDITOR

3540 Limestone St.
Bloomington, IN 47401

December 10, 1998

Editor
Bloomington News
Bloomington, Indiana 47401

To the Editor:

I like the comic section of the Bloomington News very much, but lately I have become upset with the comic strip "Street Smart." In the last few days, "Street Smart" has been making fun of homeless people.

I don't think being homeless is funny. In fact, it's a human rights violation. Article 25 of the Universal Declaration of Human Rights says–

> Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care... .

I think the cartoonist, Marcia Chapman, is very inconsiderate to make fun of homeless people. I don't find it the least bit amusing or entertaining. The problem of the homeless is serious and these people have a right to be helped.

Jamie Davis
8th Grade
Bloomington Junior High School
Bloomington, IN

ELEMENTS OF AN EFFECTIVE LETTER

- Identify yourself. If you are a student, mention your age or grade in school. If you write as a class, mention your school's name.
- Define the issue as specifically as possible.
- If you ask for a response, make clear what you are asking for.
- Keep the letter as brief as possible to get your concerns across.
- Always be polite.
- Stick to information you have verified. Do not make claims you cannot support with facts.
- Use the correct forms for both the letter and the envelope. Write carefully and neatly.
- If possible, keep a copy of your letter.

PARTS OF A LETTER AND ENVELOPE

Note: This is the suggested form for writing letters to editors, government officials, legislators, or anyone else.

Parts of a Letter

How about letterhead here, that you design yourself?

Your Street Address
Your City, State, Zip Code

Today's Date

Official's Title and Name
Official's Address
Official's Address

Dear Official's Name,

(body of letter)

Closing,
Your Signature
Your Age (optional)

YOUR NAME
YOUR STREET ADDRESS
YOUR CITY / STATE / ZIP CODE
UNITED STATES

OFFICIAL'S TITLE AND NAME
OFFICIAL'S STREET ADDRESS
OFFICIAL'S CITY
OFFICIAL'S COUNTRY

the envelope

air mail

2. Writing Amnesty International Urgent Action Letters

A SAMPLE CHILDREN'S URGENT ACTION APPEAL

URGENT ACTION APPEAL

UrgentAction Program Office • P O Box 1270 Nederland CO 80466-1270 • ph 303 440 0913 • fax 303 258 7881 • e-mail sharrison@igc.apc.org

Children's Edition

EX014/95 PAKISTAN: Salamat Masih, age 14 **March 1995**

Salamat Masih, age 14

Amnesty International is worried about Salamat Masih. Salamat is 14 years old. He has been found guilty of blasphemy. In Pakistan, blasphemy is punishable by death.

Salamat Masih was arrested with two older Christians from his town. They were accused of scribbling insulting words about the Prophet Mohammad on a mosque wall. Many local people were very angry about the insults. Some people celebrated the death sentence given to Salamat at his trial last year.

Amnesty International has learned that there have been many fights between Christians and Muslims in the Punjab province. Salamat and his Muslim neighbors have not always gotten along. Salamat may have been unfairly accused of writing blasphemous grafitti. Since the trial, Salamat, his family, and his lawyers have been threatened with harm.

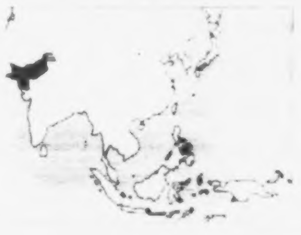
Please write a courteous letter to the prime minister of Pakistan. Ask her to dismiss the death sentence against Salamat. Ask her to protect Salamat and return him to his family.

The address of the prime minister is:

PRIME MINISTER BENAZIR BHUTTO
OFFICE OF THE PRIME MINISTER
ISLAMABAD
PAKISTAN

[salutation: Dear Prime Minister]

PAKISTAN



The Urgent Action Office of Amnesty International USA publishes and distributes as many as 75 different Urgent Action appeals monthly. Each appeal describes a particular person who has been the victim of human rights violations and recommends how to write letters on that person's behalf. In addition to these appeals, a *Children's Edition Urgent Action* and a *Literacy Edition Urgent Action* are issued each month. These are simply written, large-print versions of the regular Urgent Action, adapted in some cases to be appropriate for young children. See the sample Children's Edition Urgent Action Appeal.

To receive Urgent Action appeals, Children's Edition Urgent Actions, or Literacy Edition Urgent Actions, and a letter-writing guide for parents and teachers, entitled *Children Can Be Human Rights Activists Too!*, contact –

The Urgent Action Office
Amnesty International USA
P.O. Box 1270
Nederland, CO 80466
Tel: 303-440-0913
Fax: 303-258-7881
email: emoore@aiusa.com

Source: Human Rights Educators' Network, Amnesty International USA.

> *When the first 200 letters came, the guards gave me back my clothes. Then the next 200 letters came, and the prison director came to see me. When the next pile of letters arrived, the director got in touch with his superior. The letters kept coming and coming: three thousand of them. The President was informed. The letters still kept arriving, and the President called the prison and told them to let me go.*
>
> A released prisoner of conscience from the Dominican Republic

ACTION ACTIVITY 6

THE POWER OF PETITIONS

Petitions are a great way to show support for your efforts, get the attention of the community and of decision makers, and bring about change. Petitions demonstrate group strength. Officials may ignore you, but the more names you have on your petition, the harder it will be to ignore your petition. See Handout 5, *A Sample Petition*.

The following tips will help to make your petition effective:

1. **Appearance** – In general, use standard 8-1/2" x 11" inch paper. However, for some actions you may want to be more inventive, for example, creating a giant petition on a roll of butcher paper. The petition should not be too hard to mail, however.
2. **Title** – Give the petition a title so that both the signers and the receivers know immediately what it is about.
3. **Purpose Statement** – Write a statement describing the problem your petition is addressing, the solution you are proposing, or the response you would like to get from officials. This should appear at the top of every petition page so that people know what they are signing.
4. **Blank Lines** – Provide blank lines for people to write any or all of this information:
    - Name
    - The class, grade, or group to which they belong to
    - Their school or hometown
    - Their address and telephone number

Some petitions require addresses as proof that the signers are taxpayers in the area. Also you may wish to contact some of your signers again (e.g., to let them know the results of the petition).

5. **Number the lines for easy totaling**.
6. **Plan** – Strategize the times and places where you are likely to collect the most signatures.

IMPORTANT!

If you plan to take your petition door-to-door, never go alone. Always get a parent, teacher, or other adult to go with you.

7. **Smile** – The better you treat the people you approach, the more likely they are to sign your petition.
8. **Stay Calm** – Some people you ask to sign may disagree with your ideas and try to argue with you. Be ready to explain your ideas clearly, but remain polite and respectful. Never speak or act rudely.
9. **Photocopy** – When you've finished collecting signatures, photocopy all the pages. Keep them in a safe place. You may need proof of the signatures, and the addresses may form the basis of a mailing list.
10. **Present the Petition** – Choose the recipient carefully. It should be someone who has the power to act on your ideas. Try to arrange to present it in person. Bring along a camera or the press!

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

ACTION ACTIVITY 6: HANDOUT 1

A SAMPLE PETITION

____

(TITLE OF PETITION)

A petition of ______________________________

(NAME OF PETITION SPONSOR)

Addressed to ______________________________

(NAME OF PERSON(S) WHO WILL RECEIVE PETITION)

WE THE UNDERSIGNED WOULD LIKE TO BRING YOUR ATTENTION TO THE FOLLOWING PROBLEM, WITH RECOMMENDATION(S):

____

(STATEMENT OF PETITION GOES HERE)

____

____

AGREED UPON BY THE FOLLOWING PEOPLE:

	NAME	ADDRESS/SCHOOL/GROUP	TELEPHONE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Source: Adapted from Barbara A. Lewis, *The Kid's Guide to Social Action* (Minneapolis, MN: Free Spirit Press, 1991).

PART V:

Appendices

All human rights are universal, indivisible, interdependent and interrelated.

World Conference on Human Rights
Vienna 1993

PART V CONTENTS:

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Human Rights Documents

  The Universal Declaration of Human Rights (UDHR) 137

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  U.S. Bill of Rights 142

We cannot expect the international community or institutions to solve our problems, until we clean up our own backyard. But the basic question remains in the meantime: What is the Declaration going to give to the ordinary people whose basic human rights are constantly violated in every possible way?

Aleksanda Visacki
Office worker
Belgrade, Serbia

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HUMAN RIGHTS EDUCATION RESOURCE LIST

Part I: Human Rights Fundamentals

I. Background Resources and Materials

Felice, William F. *Taking Suffering Seriously: The Importance of Collective Human Rights,* SUNY Series in Global Conflict and Peace Education. New York: State University of New York, 1996.*

> This is a serious and well-written examination of the evolution and development of human rights concepts in international relations. Felice discusses the tensions that exist between individual and collective human rights in regards to race, gender, sexuality, and self-determination. Felice argues for a method to ensure human rights in an international arena which relies on an agreement on particular international documents, such as the Universal Declaration of Human Rights, that exemplify international human rights.

Newman, Frank and David Weissbrodt. *International Human Rights: Law, Policy, and Process,* 2nd ed. Cincinnati: Anderson Publishing Co.,1996.

> This book provides an in-depth introduction to the history of international human rights law, policy, and process. The book presents case studies for discussion and role play activities in the classroom.

Rethinking Schools. *Rethinking our Classrooms: Teaching for Equity and Justice.* Milwaukee, WI: Rethinking Schools, Ltd., 1994.

> A collection of articles describing examples of successful classroom practices in teaching social justice issues. It includes a collection of teaching ideas and thoughtful essays on "Rethinking our Assumptions" as well as a resource section of curricula, books, videos, and journals.

United Nations Association of the United States of America. *Basic Facts About the United Nations.* New York: United Nations Publications, 1992.

> This book contains a general introduction to the role and function of the United Nations and related agencies, highlighting and outlining main objectives and achievements. The text includes the charter and statutes of the International Code of Justice.

Whalen, Lucille. *Human Rights: A Reference Handbook.* Santa Barbara, CA: ABC-CLIO, Inc., 1990.

> The ideal resource for any course on human rights, this handbook offers a history of human rights in the twentieth century, biographical sketches of human rights heroes, and an annotated listing of human rights organizations, books, periodicals, and films, as well as electronic information sources such as computer networks and databases. The final section includes the most significant international human rights declarations and conventions (excluding the Conventions on the Rights of the Child and the Women's Convention, which were ratified by the U.N. after the handbook's publication date).

---

*Available from the Human Rights USA Resource Center.

II. Curriculum

Brown, Margot. *Our World, Our Rights: Teaching about Rights and Responsibilities in the Primary School.* Amnesty International, UK 1996.

This curriculum offers innovative strategies and activities for teaching about the UDHR in upper elementary school. Although written for British schools, all of the activities are easily adapted to a US context. Activities address human rights in the family, the classroom, the school, and the wider community. Handsome illustrations and useful support information.

Elliot, RoAnne. *WE: Lessons on Equal Worth and Dignity.* Minneapolis, MN: The United Nations Association of Minnesota, 1992.

This middle school curriculum offers the United Nation's work as a model for students to create a more tolerant world. The lessons contained in this curriculum provide opportunities for students to develop knowledge of international relations, highlight student awareness of intolerant behavior, and help students to develop tolerance skills.

Gonzalez, Susan. *WE: Lessons on Equal Worth and Dignity.* Minneapolis, MN: The United Nations Association of Minnesota, 1997.

This elementary school curriculum offers opportunity for students to discuss the issues related to race, ethnicity, and religion in a sensitive and caring manner. It features the United Nations work to create a more tolerant world.

Nuñez, Lucía. *An Agenda for Peace: The Role of the United Nations.* Stanford, CA: Stanford Program on International and Cross-Cultural Education, 1995. SPICE, Littlefield Center, Room 14C, Stanford University, Stanford, CA 94305-5013. Telephone 800-578-1114.

A curriculum guide for secondary to adult students. Includes several learner-centered activities to introduce students to the history, programs, and activities of the United Nations. Uses engaging primary resources. Students analyze the impact of UN peacemaking missions, hold a model earth summit, and re-enact the UN Charter Conference in San Francisco. Also includes audio tape.

Simon, Ken. *WE: Lessons on Equal Worth and Dignity, The United Nations and Human Rights.* Minneapolis, MN: The United Nations Association of Minnesota, 1992.

Special features of this high-school curriculum include activities on ethnocentric thought and behavior, racism and the First Amendment, the power of language, symbol and music, a study of the Peace School in the Middle East, and on ongoing diary assignment reflecting one's own development of "tolerance".

United Nations. *ABC, Teaching Human Rights: Practical Activities for Primary and Secondary Schools.* New York: United Nations, 1989.

For the teacher just beginning to teach human rights, this booklet provides the ideal starting point. Available in English, French, and Spanish, its activities and teaching strategies are intended to be effective in any cultural setting and to cover the spectrum of rights included in the International Bill of Rights. It offers a rationale for teaching human rights and recommends methodologies that model fundamental concepts such as inclusiveness, equality, and tolerance of differences.

Part II: The Right to Know Your Rights: An Introduction to Human Rights Education

I. Background Resources and Materials

Andreopoulos, George J. and Richard Pierre Claude, eds. *Human Rights Education for the Twenty-First Century.* Philadelphia, PA: University of Pennsylvania Press, 1997.*

> An excellent overview of human rights education, including sections on Theories and Contexts, Approaches to Teacher Training, College and Adult Education, Specialized Training for Professions, Community-Based and Nonformal Human Rights Education, as well as resources and funding.

Freire, Paulo. *Pedagogy of the Oppressed.* New York: Seabury Press, 1970.

> This is a foundation text for human rights education. Freire's work discusses the intersection of education and social justice. Freire's pedagogy seeks to enable the oppressed to understand that oppressive forces are not part of the natural order, but the result of historical and socially constructed forces that can be changed.

Reardon, Betty. *Educating for Human Dignity: Learning about Rights and Responsibilities,* Pennsylvania Studies in Human Rights. Philadelphia, PA: University of Pennsylvania Press, 1995.*

> Taking a developmental approach to human rights education, each chapter discusses the child's skills and conceptual level at a particular age and offers examples of age-appropriate lessons. The introduction provides a theoretical basis for education for human rights and civic responsibility. Also available in Arabic.

Tarrow, Norma Bernstein, ed. *Human Rights and Education.* Oxford: Pergamon Press, 1987.

> Discusses education as a human right and education about human rights on an international scale. Examples are drawn from authors representing a wide host of countries, such as India, Saudi Arabia, Indonesia and Sub-Saharan Africa.

II. Curriculum

Action Professionals Association for the People (APAP). *The Bells of Freedom.* Addis Ababa, Ethiopia: APAP, 1996. APAP, P.O. Box 12484, Addis Ababa, Ethiopia. Telephone 251-1-12-13-24, Fax 251-1-55-22-27. Also available on the University of Minnesota Human Rights Library Web Site: http://www.umn.edu.humanrts/education/belfry.pdf

> An anthology of lessons organized around key human rights themes such as the respect for human dignity, linking human rights and responsibilities, seeking justice using analysis, and righting wrongs. Very appropriate for adult education. Printed in English and French.

Amnesty International. *Shopping Techniques in Human Rights.* Quezon City, Philippines: Zamora Press, 1994. Zamora Press and Publications, 1166 East Rodriquez Sr. Blvd., New Manila, Quezon City, Philippines.

> An easily accessible compilation of strategies and activities for young learners in both school and non-formal settings. The lessons use experiential, activity-centered methods to encourage critical thinking as well as mastering of human rights concepts.

*Available from the Human Rights USA Resource Center.

Amnesty International Educators' Network. *Amnesty International Educators' Network Human Rights Education Resource Notebooks.* Amnesty International Educators' Network, 1997. Available from Human Rights USA Resource Center, 310 Fourth Avenue South, Suite 1000, Minneapolis, MN 55415-1012. Telephone 888-HREDUC8.*

> This collection of human rights education curricula is available in thirteen topic areas, including Women's Rights; Religion, Race and Ethnicity; Indigenous Peoples; Gay and Lesbian Rights, Death Penalty, Children's Rights, Teaching Young Children about Human Rights, Conflict Resolution and Peace, Economic Rights, and Teaching Human Rights Through Literature.
>
> Four Notebooks are specific to teaching human rights to elementary, middle school, high school aged students and a collection of college syllabi.

Mertus, Julie with Mallika Dutt and Nancy Flowers. *Local Action/ Global Change: Learning about the Human Rights of Women and Girls.* New York: UNIFEM, 1998. UNIFEM, 304 East 45th Street, New York, NY 10017. Telephone 212-906-6400, Fax 212-906-6705.

> An interactive and comprehensive training manual that introduces human rights in terms of the life experiences of women and girls.

O'Brien, Edward, Eleanor Greene and David McQuoid-Mason. *Human Rights for All.* St. Paul, MN: West Educational Publishing, USA, 1996. West Publishing Company, 610 Opperman Drive, P.O. Box 64526, St. Paul, MN 55164-0526. Telephone 1-800-328-2209, Fax 612-687-6857.

> This innovative and comprehensive curriculum provides high school students with a foundation in human rights concepts and challenges them with difficult questions, such as establishing rights for a new country, balancing national security against individual liberties, and resolving conflict.

Shiman, David. *Teaching Human Rights.* Denver: Center for Teaching International Relations Publications, University of Denver, 1993. Center for Teaching International Relations, University of Denver, Denver, CO 80208. Telephone 1-800-967-2847 or 303-871-3106.

> This collection of classroom activities offers innovative ways of teaching about familiar human rights themes. Initial lessons introduce students to the Universal Declaration of Human Rights and ask them to compare its provisions with those in the US Bill of Rights and the African Charter on Human and People's Rights. Examples from Chile, the People's Republic of China, Kenya, South Africa, and the former Soviet Union are included. The activities encourage students to make cross-cultural comparisons and examine their own society and experiences.

Part III: Activities – Introducing the Universal Declaration of Human Rights

I. Background Resources and Materials

Nickel, James. *Making Sense of Human Rights.* Berkeley, CA: University of California, 1987.

> Philosophical reflections on the Universal Declaration of Human Rights. The text defines and defends the contemporary understanding of human rights.

Rocha, R. and O. Roth. *The Universal Declaration of Human Rights: An Adaptation for Children.* New York: United Nations Publications, 1987.

> The original text of this basic human rights document is adapted into simpler language and accompanied by beautiful illustrations.

II. Curriculum

Amnesty International Human Rights for Children Committee. *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Aged 3-12.* Alameda, CA: Hunter House, Inc., 1992. Hunter House, Inc., Box 2914, Alameda. CA, 94501-0914. Telephone 510-865-5282.

> Written by a group of Amnesty International educators, this resource book for teachers is structured around ten fundamental principles derived from the 1959 UN Declaration on the Rights of the Child. Each principle is presented with a teaching strategy that interprets it for classroom use and a series of activities that give life and meaning to the strategy. These creative activities include a variety of subject areas and are divided into three different developmental levels: the pre-school child, the lower primary child, and the upper primary child. Following each section is a useful annotated bibliography of additional resources.

III. Media Resources

Amnesty International. *Amnesty Interactive CD-ROM: A History and Atlas of Human Rights.* New York: AIUSA Publications, 1994. AIUSA Publications, 322 Eighth Avenue, New York, NY 10001.

> AIUSA uses multimedia technology to create a rich educational program about people, ideas, and events that have shaped the history of human rights. The CD-ROM includes curriculum support materials for teachers, reference materials for students, and a "What you can do" section containing tools for individual action. Also available in French and Spanish.

Amnesty International USA. *The Universal Declaration of Human Rights Animated Video.* New York: AIUSA Publications, 1988. AIUSA Publications, 322 Eighth Avenue, New York, NY 10001.

> A wonderful video that uses simplified language and animation to highlight the articles of the Universal Declaration of Human Rights. A basic human rights educational tool on the Universal Declaration of Human Rights for any age group.

IV. Web Sites

Amnesty International (http://www.amnesty-usa.org/education)

Human Rights USA (http://www.hrusa.org)

Franklin and Eleanor Roosevelt Institute (http://www.udhr50.org)

People's Decade for Human Rights Education (http://www.pdhre.org)

United Nations Association of Canada (http://www.unac.org)

University of Minnesota- Human Rights Center (http://www.umn.edu/humanrts)

Part IV: Taking Action for Human Rights

I. Curriculum

Active Citizenship Today (ACT): A Field Guide. Constitutional Rights Foundation & Close Up Foundation, 1995.

Anderson, Marna and Karen Kraco, eds. *Good Things Happen When Students Take Action.* Partners in Human Rights Education, 1997. Order from Human Rights USA Resource Center, 888-HREDUC8.

Cairn, Rich Willits and Dr. James C. Kielsmeier, eds. *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum.* 1991,1995. Order from National Youth Leadership Council, 800-FON-NYLC.

Cairn, Rich with Theresa Coble. *Learning by Giving: A K-8 Service-Learning Curriculum Guide.* 1993. Order from National Youth Leadership Council, 800-FON-NYLC.

Fiffer, Steve and Sharon Sloan Fiffer. *Fifty Ways to Help Your Community: A Handbook for Change.* 1994. ISBN # 0-385-47234-X

Goodman, Alan. Illustrations by Fiona Smyth. *Nickelodeon's The Big Help Book: 365 Ways You Can Make a Difference by Volunteering!* Tappan, NJ: Paramount Publishing, 1994. Order from Mail Order Department, Paramount Publishing, 200 Old Tappan Road, Old Tappan, NJ 07675.

Lewis, Barbara and edited by Pamela Espeland. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference.* Minneapolis: Free Spirit Publishing, 1995. Order from Free Spirit Publishing, 612-338-2068.

Silcox, Harry. *A How-To Guide to Reflection: Adding Cognitive Learning to Community Service Programs.* Brighton Press, 1993. Order from Brighton Press, 215-357-5861.

Stephens, Lillian S. *The Complete Guide to Learning through Community Service: Grades K-9.* Allyn & Bacon, 1995. Order from Allyn & Bacon, 800-278-3525.

Urke, Brenda, Carver/Scott Educational Cooperative and Maddy Wegner. *Profiles in Service: A Handbook of Service-Learning Program Design Models.* National Youth Leadership Council, 1993. Order from National Youth Leadership Council, 800-FON-NYLC.

Wade, Rahima C. ed. *Community Service-Learning: A Guide to Including Service in the Public School Curriculum.* State University of New York Press, 1997. Order from State University of New York Press, 607-277-2211 (Customer Service), 800-688-2877(fax).

The Kid's Guide to Social Action: How to Solve the Social Problems You Choose - And Turn Creative Thinking into Positive Action. Minneapolis: Free Spirit Publishing, 1991. Order from Free Spirit Publishing, 612-338-2068.

Learning by Serving: 2,000 Ideas for Service-Learning Projects. SouthEastern Regional Vision for Education (SERVE), 1994. Order from the SouthEastern Regional Vision for Education, 800-755-3277.

Pocket Guide to Service Learning. National Dropout Prevention Center, 1995. Order from National Dropout Prevention Center, 803-656-2599.

Service Learning 2000 Center. *Service Learning in the Middle School Social Studies Curriculum.* Service Learning 2000 Center 1995. Order from Service Learning 2000 Center, 415-322-7271.

II. Media Resources

The National Service-Learning Cooperative Clearinghouse at the University of Minnesota produces an annotated list of the following videos. For a full listing contact the Clearinghouse at 800-808-SERV.

> Some of the listings are: *Action News 17: A Look at Service Learning; Route to Reform: Service-Learning and School Improvement; School Connection to the Real World: Service Learning, Service-Learning: Building the Case; Service-Learning: Helping Everyone Reach Out Through Schools; Service-Learning Introduction; Service Learning in Student Teaching; Service Learning: Transforming Education, Serving to Learn.*

III. Organizations and Web Sites

National Helpers Network, Inc., 245 Fifth Avenue, Suite 1705, New York, NY 10016-8728.
Telephone 212-679-2482 or 800-646-4623, Fax 212-679-7461.

> Several booklets are available from the National Helpers Network, Inc., including: *Reflection: The Key to Service Learning: A Guide for Program Leaders (1991, 1995); Take Action! Exploring with 3-5 Year Olds; Take Action! Exploring with 6-10 Year Olds; The Helper Program: Getting Started (video package); Teaching & Learning: Helpers' Service Across the Curriculum; Community Problem Solvers.*

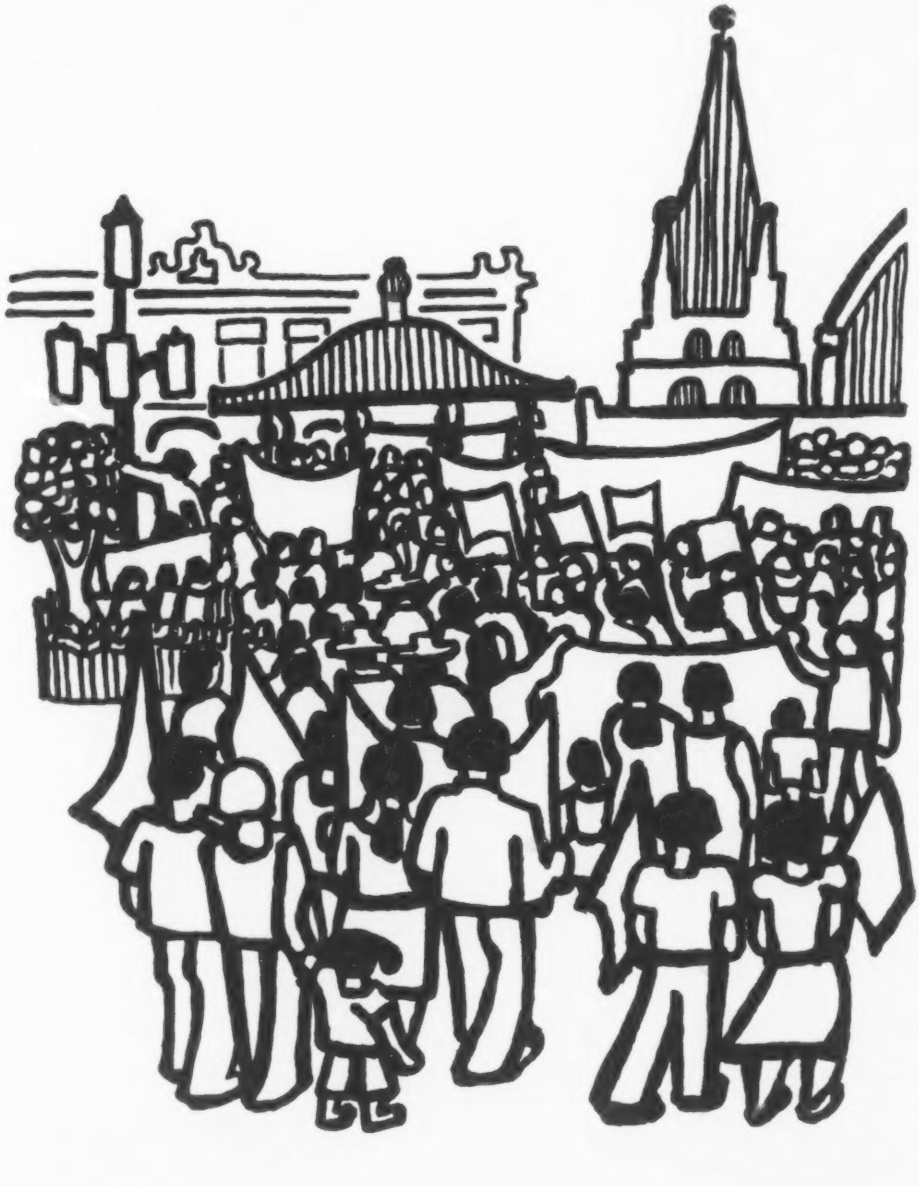
Youth Service California 415-723-3803

East Bay Conservation Corps: Technical Assistance Center, 510-891-3900. This Clearinghouse keeps an extensive national database, including organization profiles, calendar of events, service learning consultants, curricula, guidebooks, and library materials. Send E-mail requests to: SvcLearn@aol.com

Mighty Media, Inc., 800-644-4898. A consortium of educators, students, and technology specialists whose mission is to empower youth, educators, and organizations through the use of interactive communications technologies. Action Snapshots is a new on-line service designed to provide youth with a fun and interactive way to share inspirational stories and experiences by posting descriptions of their volunteer and service accomplishments. http://www.mightymedia.com/snapshots

National Service-Learning Cooperative Clearinghouse, 800-808-SERVE, serve@maroon.tc.umn.edu, http://www.nicsl.coled.umn.edu

Other organizations include:
California Conservation Corps 916-445-8183
Close Up Foundation 703-706-3300
Learn & Serve America 202-606-5000 ext. 136, TDD 202-606-5256
National Youth Leadership Council 612-631-3672
Service Learning 2000 Center 415-322-7271



HUMAN RIGHTS ORGANIZATIONS ORGANIZING AROUND THE UDHR

Amnesty International USA Human Rights Educators' Network

Amnesty International is an independent, worldwide, voluntary movement that works to prevent some of the gravest violations by governments of people's fundamental human rights. The main focus of its campaigning is to free all prisoners of conscience; ensure fair and prompt trials for political prisoners; abolish the death penalty, torture, and other cruel treatment of prisoners; and end extrajudical executions and "disappearances". Amnesty works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards, through human rights education programs and campaigning for ratification of human rights treaties.

Amnesty International USA's Human Rights Educators' Network is made up of teachers from all parts of the country who, as members of Amnesty International, incorporate the teaching of human rights in to various courses including English, History, Art, Science and Civics. The Network has also created a binder of lessons on topics such as children's rights, women's rights, human rights and literature, and the death penalty. It publishes a newsletter entitled, Human Rights Education: The Fourth R, which derives from a belief that teaching human rights is as basic as teaching the traditional "three Rs," and that "rights" should occupy as central a place in the curriculum as reading, writing and arithmetic.

Contact Information:

Amnesty International USA Human Rights Educators' Network
53 West Jackson Blvd, Suite 1162
Chicago, IL 60604
Telephone (312) 427-2060
Fax (312) 427-2589
Web Site <http://www.wideopen.igc.org/amnesty/education>

Center for Human Rights Education

The Center for Human Rights Education (CHRE) is an organization that brings together an incredible diversity of human rights experts and activists from the United States and other countries, bridging divisions of race, religion, class and gender to work for the common purpose of human rights education. CHRE's mission is to train community leaders and student activists to promote the full realization of human rights in the United States. Its goals are to increase human rights literacy and understanding among activists in the United States, to improve cooperation among progressive social change movements by using the human rights framework, to use human rights education as a catalyst for social transformation. CHRE's strategic programs include the training and technical assistance for educators and activists, and information clearinghouse, multi-media communications, sponsorship of human rights events and collaborations, and a speakers bureau.

Contact Information:

Center for Human Rights Education
P.O. Box 311020
Atlanta, GA 31131
Telephone (404) 344-9629
Fax (404) 346-7517
Loretta Ross, Director
E-mail <rosschre@aol.com>

Franklin and Eleanor Roosevelt Institute

The Franklin and Eleanor Roosevelt Institute has convened a National Coordinating Committee for the 50th anniversary of the Universal Declaration of Human Rights. Millions of Americans from all walks of life have joined together in a growing coalition of more than eighty national organizations to promote an Action Agenda for the 50th anniversary. Our campaign theme - IN YOUR HANDS - echoes Eleanor Roosevelt's belief that "the destiny of human rights is in the hands of all our citizens in all our communities." Supporters of the IN YOUR HANDS campaign have decided to take the future of human rights into their own hands and to help fashion a world where the rights and freedoms of the individual are recognized and respected. We invite all people of good will to join with concerned fellow citizens in sounding a national call to action throughout 1998 - Human Rights Year. Take the destiny of human rights IN YOUR HANDS!

Contact Information:

Franklin and Eleanor Roosevelt Institute
801 Second Avenue, 2nd Floor
New York, NY 10017-4706
Telephone (212) 907-1343
Fax (212) 682-9185
Web Site < http://www.udhr50.org>
Michael Cooper, Director of Human Rights Office
E-mail <mcooper@unausa.org>

Human Rights USA

Human Rights USA is a human rights initiative of four partners: the Amnesty International USA Educators' Network, the Center for Human Rights Education, Partners in Human Rights Education (a joint project of the University of Minnesota Human Rights Center and Minnesota Advocates for Human Rights), and Street Law, Inc. Human Rights USA is funded by the Ford Foundation. Human Rights USA seeks to reach educators and students, social justice advocates and the general public to achieve a new level of awareness about the scope, relevance and meaning of human rights in the United States, commemorate the 50th Anniversary of the Universal Declaration of Human Rights and to foster action to guarantee these rights. Human Rights USA's primary activities include: 1) an intensive community and school-based human rights education and advocacy programs and activities in four sites; 2) national outreach to schools and social justice organizations; 3) maintaining a Resource Center with information and materials on human rights education; 4) providing an interactive Web site (www.hrusa.org); 5) conducting a media campaign to raise awareness of human rights in the United States; and 6) working with other organizations to create a national human rights network.

Contact Information:

Human Rights USA Resource Center
229 19th Avenue South, Suite 439
Minneapolis, MN 55455
Toll-Free 1-888-HREDUC8
FAX (612) 625-2011
Web Site <http://www.hrusa.org>
E-mail <hrusa@tc.umn.edu>
Kristi Rudelius-Palmer, Director

Partners in Human Rights Education

Partners in Human Rights Education is a community education project to help students learn about human rights and practice respect for others both in and out of school. It was established by the Minnesota Advocates for Human Rights and the University of Minnesota Human Rights Center in 1992. The goal of Partners in Human Rights Education is to teach rights and responsibilities through understanding the importance of human rights, and developing skills to act on this information. These concepts enable students to respect human dignity and critically question why inequities and intolerances exist in their communities and the world. Originally, 20 partnerships of classroom teachers and lawyers were paired and trained in Minneapolis, St. Paul and surrounding communities. Together they taught children about their human rights, including civil, political, economic, social and cultural rights. The Partners program has now expanded to include teams of community resource people, lawyers and classroom teachers. The current objective is to reach 75 classrooms and more than 3,000 students each year.

Contact Information:

Partners in Human Rights Education
229 19th Avenue South
Minneapolis, MN 55455
Telephone (612) 626-0041
Fax (612) 625-2011
Web Site <http://www.umn.edu/humanrts/education/pihre>
Marna Anderson, Director
E-mail <humanrts@tc.umn.edu>

People's Decade for Human Rights Education

Peoples Decade for Human Rights Education (PDHRE) is a non-profit, international service organization that works directly and indirectly with its network of affiliates — primarily women's and social justice organizations — to develop and advance pedagogues for human rights education relevant to people's daily lives in the context of their struggles for social and economic justice and democracy. PDHRE was founded in 1988.

PDHRE is currently collaborating with a number of U.S. based NGOs on the UDHR50 in providing resources, networking, and solidarity. These organizations include Center for Human Rights Education (CHRE), FoodFirst Information and Action Network (FIAN), Kensington Welfare Rights Union (KWRU), the New York coalition of Jobs for Justice, and Voices 21. PDHRE developed a human rights resource kit for Voices 21 in their participation in the Multilateral Investment Agreement NGO negotiations in Paris. This resource kit mapped the human rights framework, commitments and obligations associated with globalization. The resource kit was one of the very few human rights documents available to the process. PDHRE has made similar resource kits for the human right to sustainable livelihoods, basic human rights needs, governance, indigenous peoples, women, adequate housing and land, to mention a few. These efforts are part of the Global Human Rights Education Campaign to Reclaim and Secure our Right to be Human: Solidarity, Education and Cultural Activities Towards and Beyond the 50th Anniversary of the Universal Declaration of Human Rights.

See contact information on next page.

Contact Information:

People's Decade for Human Rights Education
526 West 111th Street, Suite #4E
New York, NY 10025
Phone (212) 749-3156
Fax (212) 666-6325
Web Site <http:// www.pdhre.org>
Shulamith Koenig, Executive Director
E-mail <pdhre@igc.apc.org>

Street Law, Inc.

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A HUMAN RIGHTS GLOSSARY

AFFIRMATIVE ACTION: Action taken by a government or private institution to make up for past discrimination in education, work, or promotion on the basis of gender, race, ethnic origin, religion, or disability.

CIVIL AND POLITICAL RIGHTS: The rights of citizens to liberty and equality; sometimes referred to as first generation rights. Civil rights include freedom to worship, to think and express oneself, to vote, to take part in political life, and to have access to information.

CODIFICATION, CODIFY: The process of bringing customary international law to written form.

COLLECTIVE RIGHTS: The rights of groups to protect their interests and identities.

COMMISSION ON HUMAN RIGHTS: Body formed by the ECONOMIC AND SOCIAL COUNCIL (ECOSOC) of the UN to deal with human rights; one of the first and most important international human rights bodies.

CONVENTION: Binding agreement between states; used synonymously with TREATY and COVENANT. Conventions are stronger than DECLARATIONS because they are legally binding for governments that have signed them. When the UN GENERAL ASSEMBLY adopts a convention, it creates international norms and standards. Once a convention is adopted by the UN General Assembly, MEMBER STATES can then RATIFY the convention, promising to uphold it. Governments that violate the standards set forth in a convention can then be censured by the UN.

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (Women's Convention) (adopted 1979; entered into force 1981): The first legally binding international document prohibiting discrimination against women and obligating governments to take affirmative steps to advance the equality of women.

CONVENTION ON THE RIGHTS OF THE CHILD (Children's Convention) (adopted 1989; entered into force 1990): Convention setting forth a full spectrum of civil, cultural, economic, social, and political rights for children.

COVENANT: Binding agreement between states; used synonymously with CONVENTION and TREATY. The major international human rights covenants, both passed in 1966, are the INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR) and the INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR).

CUSTOMARY INTERNATIONAL LAW: Law that becomes binding on states although it is not written, but rather adhered to out of custom; when enough states have begun to behave as though something is law, it becomes law "by use"; this is one of the main sources of international law.

DECLARATION: Document stating agreed upon standards but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by NONGOVERNMENTAL ORGANIZATIONS (NGOs). The UN GENERAL ASSEMBLY often issues influential but legally NONBINDING declarations.

ECONOMIC AND SOCIAL COUNCIL (ECOSOC): A UN council of 54 members primarily concerned with population, economic development, human rights, and criminal justice. This high-ranking body receives and issues human rights reports in a variety of circumstances.

ECONOMIC, SOCIAL, CULTURAL RIGHTS: Rights that concern the production, development, and management of material for the necessities of life. The right to preserve and develop one's cultural identity. Rights that give people social and economic security, sometimes referred to as security-oriented or second generation rights. Examples are the right to food, shelter, and health care.

ENVIRONMENTAL, CULTURAL, AND DEVELOPMENTAL RIGHTS: Sometimes referred to as third generation rights, these rights recognize that people have the right to live in a safe and healthy environment and that groups of people have the right to cultural, political, and economic development.

GENOCIDE: The systematic killing of people because of their race or ethnicity.

HUMAN RIGHTS: The rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, gender, sexuality, or abilities; human rights become enforceable when they are CODIFIED as CONVENTIONS, COVENANTS, or TREATIES, or as they become recognized as CUSTOMARY INTERNATIONAL LAW.

HUMAN RIGHTS COMMUNITY: A community based on human rights, where respect for the fundamental dignity of each individual is recognized as essential to the functioning and advancement of society. A community that works to uphold each article of the UDHR.

INALIENABLE: Refers to rights that belong to every person and cannot be taken from a person under any circumstances.

INDIGENOUS PEOPLES: People who are original or natural inhabitants of a country. Native Americans, for example, are the indigenous peoples of the United States.

INDIVISIBLE: Refers to the equal importance of each human rights law. A person cannot be denied a right because someone decides it is "less important" or "nonessential."

INTERDEPENDENT: Refers to the complementary framework of human rights law.
For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.

INTERGOVERNMENTAL ORGANIZATIONS (IGOs): Organizations sponsored by several governments that seek to coordinate their efforts; some are regional (e.g., the Council of Europe, the Organization of African Unity), some are alliances (e.g., the North Atlantic Treaty Organization, NATO); and some are dedicated to a specific purpose (e.g., the UN Centre for Human Rights, and The United Nations Education, Scientific and Cultural Organization, UNESCO).

INTERNATIONAL BILL OF HUMAN RIGHTS: The combination of the UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), the INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR) and its optional Protocol, and the INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR).

INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS (ICCPR): Adopted in 1966, and entered into force in 1976. The ICCPR declares that all people have a broad range of civil and political rights. One of the components of the INTERNATIONAL BILL OF HUMAN RIGHTS.

INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS (ICESCR): Adopted 1966, and entered into force 1976. The ICESCR declares that all people have a broad range of economic, social, and cultural rights. One of the components of the INTERNATIONAL BILL OF HUMAN RIGHTS.

INTERNATIONAL LABOR OFFICE (ILO): Established in 1919 as part of the Versailles Peace Treaty to improve working conditions and promote social justice; the ILO became a Specialized Agency of the UN in 1946.

LEGAL RIGHTS: Rights that are laid down in law and can be defended and brought before courts of law.

MEMBER STATES: Countries that are members of the United Nations.

MORAL RIGHTS: Rights that are based on general principles of fairness and justice; they are often but not always based on religious beliefs. People sometimes feel they have a moral right even when they do not have a legal right. For example, during the civil rights movement in the USA, protesters demonstrated against laws forbidding Blacks and Whites to attend the same schools on grounds that these laws violated their moral rights.

NATURAL RIGHTS: Rights that belong to people simply because they are human beings.

NONBINDING: A document, like a DECLARATION, that carries no formal legal obligations. It may, however, carry moral obligations or attain the force of law as INTERNATIONAL CUSTOMARY LAW.

NONGOVERNMENTAL ORGANIZATIONS (NGOs): Organizations formed by people outside of government. NGOs monitor the proceedings of human rights bodies such as the COMMISSION ON HUMAN RIGHTS and are the "watchdogs" of the human rights that fall within their mandate. Some are large and international (e.g., the Red Cross, Amnesty International, the Girl Scouts); others may be small and local (e.g., an organization to advocate for people with disabilities in a particular city; a coalition to promote women's rights in one refugee camp). NGOs play a major role in influencing UN policy, and many of them have official consultative status at the UN.

POLITICAL RIGHTS: The right of people to participate in the political life of their communities and society. For example, the right to vote for their government or run for office. See CIVIL AND POLITICAL RIGHTS.

PROTOCOL: A treaty which modifies another treaty (e.g., adding additional procedures or substantive provisions).

RATIFICATION, RATIFY: Process by which the legislative body of a state confirms a government's action in signing a treaty; formal procedure by which a state becomes bound to a treaty after acceptance.

RESERVATION: The exceptions that STATES PARTIES make to a treaty (e.g., provisions that they do not agree to follow). Reservations, however, may not undermine the fundamental meaning of the treaty.

SELF-DETERMINATION: Determination by the people of a territorial unit of their own political future without coercion from powers outside that region.

SIGNING, SIGN: In human rights the first step in ratification of a treaty; to sign a DECLARATION, CONVENTION, or one of the COVENANTS constitutes a promise to adhere to the principles in the document and to honor its spirit.

STATE: Often synonymous with "country"; a group of people permanently occupying a fixed territory having common laws and government and capable of conducting international affairs.

STATES PARTY(IES): Those countries that have RATIFIED a COVENANT or a CONVENTION and are thereby bound to conform to its provisions.

TREATY: Formal agreement between states that defines and modifies their mutual duties and obligations; used synonymously with CONVENTION and COVENANT. When CONVENTIONS are adopted by the UN GENERAL ASSEMBLY, they create legally binding international obligations for the MEMBER STATES who have signed the treaty. When a national government RATIFIES a treaty, the articles of that treaty become part of its domestic legal obligations.

UNITED NATIONS CHARTER: Initial document of the UN setting forth its goals, functions, and responsibilities; adopted in San Francisco in 1945.

UNITED NATIONS GENERAL ASSEMBLY: One of the principal organs of the UN, consisting representatives of all member states. The General Assembly issues DECLARATIONS and adopts CONVENTIONS on human rights issues, debates relevant issues, and censures states that violate human rights. The actions of the General Assembly are governed by the UNITED NATIONS CHARTER.

UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR): Adopted by the general assembly on December 10, 1948. Primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be NONBINDING, through time its various provisions have become so respected by STATES that it can now be said to be CUSTOMARY INTERNATIONAL LAW.

Sources: Adapted from Julie Mertus et al., *Local Action/Global Change*, Ed O'Brien et al, *Human Rights for All*, and Frank Newman and David Weissbrodt, *International Human Rights: Law, Policy, and Process*.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if a man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now Therefore,

The General Assembly Proclaims

This Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.
2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1) Everyone has the right to freedom of movement and residence within the borders of each State.
2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

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Article 15

1) Everyone has the right to a nationality.
2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2) Marriage shall be entered into only with the free and full consent of the intending spouses.
3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1) Everyone has the right to own property alone as well as in association with others.
2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public and private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1) Everyone has the right to freedom of peaceful assembly and association.
2) No one may be compelled to belong to an association.

Article 21

1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2) Everyone has the right of equal access to public service in his country.
3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2) Everyone, without any discrimination, has the right to equal pay for equal work.
3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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UNIVERSAL DECLARATION OF HUMAN RIGHTS

(Abbreviated)

Article 1
Right to Equality

Article 2
Freedom from Discrimination

Article 3
Right to Life, Liberty, Personal Security

Article 4
Freedom from Slavery

Article 5
Freedom from Torture and Degrading Treatment

Article 6
Right to Recognition as a Person before the Law

Article 7
Right to Equality before the Law

Article 8
Right to Remedy by Competent Tribunal

Article 9
Freedom from Arbitrary Arrest and Exile

Article 10
Right to Fair Public Hearing

Article 11
Right to be Considered Innocent until Proven Guilty

Article 12
Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13
Right to Free Movement in and out of the Country

Article 14
Right to Asylum in other Countries from Persecution

Article 15
Right to a Nationality and the Freedom to Change It

Article 16
Right to Marriage and Family

Article 17
Right to Own Property

Article 18
Freedom of Belief and Religion

Article 19
Freedom of Opinion and Information

Article 20
Right of Peaceful Assembly and Association

Article 21
Right to Participate in Government and in Free Elections

Article 22
Right to Social Security

Article 23
Right to Desirable Work and to Join Trade Unions

Article 24
Right to Rest and Leisure

Article 25
Right to Adequate Living Standard

Article 26
Right to Education

Article 27
Right to Participate in the Cultural Life of Community

Article 28
Right to a Social Order that Articulates this Document

Article 29
Community Duties Essential to Free and Full Development

Article 30
Freedom from State or Personal Interference in the above Rights

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U.S. BILL OF RIGHTS

Articles in Addition to, and Amendment of, the Constitution of the United States of America, proposed by Congress, and ratified by the Legislatures of the Several States pursuant to the Fifth Article of the Original Constitution:

Article 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government

Article 2

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Article 3

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Article 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Article 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Article 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Article 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

Article 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Article 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Article 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

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HUMAN RIGHTS HERE AND NOW

A New Educational Resource in Honor of the 50th Anniversary of the UDHR

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December 10, 1998 marks the 50th anniversary of the United Nations Universal Declaration of Human Rights (UDHR). Most people living in the United States remain unaware of this document, the foundation stone of all human rights. To address that lack of knowledge, the Human Rights Educators' Network of Amnesty International USA, the Human Rights USA Resource Center, and the Stanley Foundation have jointly published this new educational resource: *Human Rights Here and Now! Celebrating the Universal Declaration of Human Rights.* This book is intended for use both by community groups and teachers in elementary and secondary schools. It provides background information, ideas for taking action, and interactive exercises to help people learn about the human rights guaranteed in the UDHR.

The word **Here** in *Human Rights Here and Now* means the U.S.A. This book is a tool for bringing the UDHR into the lives of people in a wide range of settings. The word **Now** recognizes both the 50th anniversary year of the UDHR and emphasizes that human rights is a long-awaited idea whose time has come!

Human Rights Here and Now constitutes a "starter kit" for human rights education: background information on human rights history, principles, and issues; strategies for teaching human rights; 15 activities for a wide variety of age groups from kindergarten through adult groups; and essential human rights documents.

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